

PUBLIC VIRTUAL CHARTER SCHOOL APPLICATION

MAINE VIRTUAL ACADEMY

Presented by

Maine Learning Innovations

Presented to

Maine Charter School Commission
111 Sewall Street, 5th Floor
182 State House Station
Augusta, ME 04333-0182

August 25, 2014

Maine Charter School Commission
Executive Summary

Applicant Instructions (All relevant information must be provided as indicated)

Name of proposed Public Charter School **Maine Virtual Academy (MEVA)**
Name of entity that will hold the charter **Maine Virtual Academy (MEVA)**
Primary contact **Amy Carlisle**
Title/Relationship to entity **President**
Mailing Address **149 Falmouth Road Falmouth, Maine 04105**
Telephone (Primary) **207-671-3096** Telephone (Secondary)
Email address **amyc@maine.rr.com**
Education Service Provider (if applicable) **K12 Virtual Schools LLC**
Partner Organization (if applicable) **NA**
Physical address of school **MEVA is considering an office in the Hampden area or the Augusta area for the Chief Executive Officer, Chief Financial Officer, Program Manager, Office Assistant/Registrar, Teachers and Counselor(s).**
School administrative unit in which the school will be located **NA (Statewide virtual school)**
Intended opening date **September 3, 2015**
Proposed grades and initial enrollment **MEVA will serve students in grades 7-12 beginning in Year 1. Year 1 projected enrollment is 300 students.**

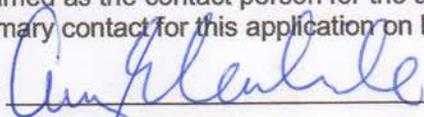
School Description (150 word maximum)

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation of a charter after its award. The person named as the contact person for the application is so authorized by the Board to serve as the primary contact for this application on behalf of the organization.

Signature



Date

August 12, 2014

Printed Name

Amy Carlisle

Title (Position) President

School Description

Attach a brief description of your school that includes the mission, grades served and other information that you would like to include to describe the unique program and student body you intend to serve.

Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs. MEVA's rigorous curriculum is aligned to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards. MEVA will demand the highest level of accountability from our Maine-certified teachers, our educational management system and our nationally recognized provider of educational services. The MEVA Board will contract with K¹² Virtual Schools LLC for educational products and selected support services.

TABLE OF CONTENTS

Executive Summary	i
A. Education Plan	1
A.1 Mission, Vision, Identification of Targeted Student Population and Community.....	1
A.2 Academic Program.....	13
A.3 Special Student Populations.....	79
A.4 Assessment.....	123
A.5 School Climate and Discipline.....	153
B. Organizational and Operational Plan	203
B.1 School Calendar and Daily Schedule.....	203
B.2 Student Recruitment and Enrollment.....	215
B.3 Staffing and Human Resources.....	229
B.4 Pre-opening Plan.....	281
B.5 Management and Operation.....	291
B.6 Parent and Community Involvement.....	311
C. Governance	375
C.1 Governing Body.....	375
C.2 Governing Body Composition.....	455
D. Business and Financial Services	489
D.1 Budget.....	489
D.2 Financial Management.....	513
D.3 Facilities.....	521
D.4 Transportation.....	533
D.5 Insurance.....	537
D.6 Food Services.....	543
D.7 Closure Protocol.....	545
E. Education Service Providers	551
Additional Tabs Not Required	629

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Section II

A. Education Plan

The Education Plan should define what students will achieve; how they will achieve it and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment and outcomes

A.1 Mission, Vision, identification of targeted student population and the community the school hopes to serve

State the school's mission and briefly present your vision for how the school will operate. A mission statement defines the core purpose and key values of the school and informs the public about the students the school intends to serve. The vision statement is a statement of how the public charter school will look once it is operating. The vision and mission statements should be succinct and easy to understand. The mission statement should be reflected throughout all sections of the application.

Mission

Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs

Vision

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. MEVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be prepared for college or other post-secondary career training opportunities.

Describe the school's educational foundation and the culture or ethos. Include an overview of the instructional methods and any research or experience that explains why you have chosen to use this approach with your anticipated student population.

MEVA will serve the purposes of a public charter school stated in Maine's charter school law (20-A.M.R.S.A. § 2402):

- to improve pupil learning by creating more high-quality schools with high standards for pupil performance;
- to close achievement gaps between high-performing and low-performing groups of public school students;

- to increase high-quality educational opportunities within the public education system;
- to provide alternative learning environments for students who are not thriving in traditional school settings;
- to create new professional opportunities for teachers and other school personnel;
- to encourage the use of different, high quality models of teaching and other aspects of schooling; and
- to provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

MEVA students and teachers will be provided with world-class, award-winning curriculum delivered by K12 Inc. (“K12”). The K12 curriculum was rated as “Exemplary” by the District of Columbia Public Charter School Board in their October 2011 Program Development Review Report of CAPCS Online Public Charter School which also uses this curriculum, to provide students with an exceptional learning experience. Each course includes online and offline lessons and teaching tools to serve varied learning styles. Employing individualized, online learning approaches, MEVA staff will use K12 curriculum and technology systems to ensure MEVA students are provided with the tools they need to succeed in school and beyond. The exceptional, individualized K12 curriculum covers both the core subject areas and a catalogue of electives. Based on decades of education research, the K12 curriculum packages high-quality lessons with assessments that ensure students achieve mastery at each level.

K12 provides a curriculum which is based on more than fifty years of cognitive science research in the following areas:

- how students learn
- the structure of expert knowledge in school subject areas
- general instructional design principles, including research-based e-learning methods
- and methods for teaching specific topics and addressing possible misconceptions on those topics

In 2010, the U.S. Department of Education released *Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies*, the largest study of online learning to date. While online learning is relatively new in K–12 public education, the report notes two important findings (while also encouraging the creation of new models to study):

- *Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.*
- *The effectiveness of online learning approaches appears quite broad across different content and learner types.*

To insure that they draw on methods shown by scientific research to be effective in improving learning, K12 has dedicated an Evaluation and Research team to review and synthesize cognitive science research and work with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that

goes into K12 curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curricula. We provide great detail about the research basis of the education program in the following section, **A.2 Academic Program**.

The MEVA academic program will combine online technology with traditional instruction and materials. Instruction will be provided by certified teachers who will work in conjunction with learning coaches (usually parents or guardians but can be any caring adult that the parent or guardian selects) to ensure student success. Teachers will communicate with the students and learning coaches through e-mail, telephone, online web meetings, and physical meetings.

Instructional time will occur both during weekly synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line or on-line. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc.

Middle school teachers will provide weekly synchronous instruction in all content areas and, as needed, asynchronous instruction and support to all students and their learning coaches by phone, email, and web conferencing. Each teacher will lead academic conferences with learning coaches and will also be available to answer questions that the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' Individualized Learning Plan (ILP) through *Blackboard Collaborate*, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. The teacher will manage the student's Individualized Learning Plan (ILP), validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas.

High School students will attend weekly synchronous instruction in all core content areas. The high school teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics.

The teacher will also be the first point of contact for students and parents with all questions regarding the curriculum. Resources provided by teachers will include instructional and curricular support, differentiating instruction and/or assessment as necessary, organizational assistance, and encouragement.

A key part of the MEVA education program is the Individualized Learning Plan (ILP). The ILP designed for each grade 7-8 child ensures a customized program that fits each child'

unique strengths, weaknesses, learning styles and aptitudes. The ILP developed for each high school student also maps out multi-year personalized learning strategies for each student. The ILP is designed to organize and properly sequence the high school student's course work while helping articulate the student's academic strengths and weaknesses. It includes academic objectives, specifically post-high school goals.

The development of the ILP is a collaborative team process involving all parties—the high school student, parent, teachers, guidance counselor, and advisor.

For “at-risk” students, we are proposing an intervention model to be included as part of a student's Individualized Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling “at-risk” students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a web-based conferencing platform like *Blackboard Collaborate* where the student and teacher are working together at the same time, detailed use of NWEA Measure of Academic Progress (MAP) assessments, Study Island benchmark assessments for identification of standards needing remediation, instruction of study skills, and other interventions. Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated. The learning centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for learning centers such as the Boys and Girls Clubs and YMCA of Greater Waterville who have indicated their commitment to partner with MEVA (see **Tab 42**). Public facilities, such as libraries, may also be used if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate without diminishing instruction.

Students in grades 7 through 12 will receive the K12 course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (science lab experiments, art supplies, musical instruments, etc.).

Each MEVA Middle School *family*, with one or more students, who meets the eligibility requirements for free and reduced price meals and who does not have a computer will be eligible to submit a request for a loaned computer and printer for the duration of their student(s)' enrollment in the school. Each MEVA *high school student* eligible for free and reduced price meals and who does not have a computer in his or her home will also be eligible to submit a request for a loaned computer and printer/fax/scanner for the duration of his/her enrollment in the school. The school will also provide families with free and reduced meal eligible students Internet access in their homes with a set monthly reimbursement amount to assist with home Internet charges. Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year. All MEVA students may also access the school's web- based curriculum via publicly available Internet such as in public libraries or schools if needed to supplement home access.

Describe the student population to be served within the catchment area, both geographically and demographically. Discuss the community need that the school will meet by describing the characteristics, population and unmet educational needs of the community where the proposed public charter school will be located. Include in detail, any objective market research, surveys, or other measures of local demand for the proposed educational program.

Student Population to Be Served

Any student residing in Maine in the appropriate grade will be eligible to attend MEVA subject to space limitations, including students from diverse backgrounds such as students with disabilities, students attending low performing schools as measured by the Maine School Performance Grading System, those who are struggling academically and in need of an alternative choice for their public school education, gifted and talented students, and students pursuing significant athletic or artistic pursuits in need of a flexible environment. We believe students will choose this type of learning environment for a variety of reasons including but not limited to: flexible schedule, relief from an environment of bullying, relief from an environment that intensifies student anxiety, a placement for students with medical needs that impact their ability to attend school more individualized learning opportunity, parents wanting a more active role in their child’s education, more robust course offerings for rural students, students working at their own pace, etc. After students residing in Maine have been enrolled, MEVA will consider enrolling students from outside the State, as provided in 20-A MRSA §2404(2)(J). An enrollment of 300 students is projected in Year 1 growing to 750 students in Year 5. In **Tab 19**, we have provided a Projected Enrollment Table for the first five years of the charter. MEVA’s admission policies will prohibit discrimination on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language or academic or athletic ability. We expect students will range from entering years behind, to being on grade level, to, in some cases, being advanced in some subjects.

Based on the most current data available on the Maine Department of Education Data Warehouse website, we have projected that 46.8% of our students will be economically disadvantaged which is equal to the overall proportion of economically disadvantaged students in the state in the 2013-2014 school year. We also predict that our “at risk” student population will meet or exceed the state average and require an intervention model to be included as a part of their ILP. MEVA will have no restrictions upon enrolling students with any type of disability, regardless of the severity of that disability once they submit all required general education documents for enrollment. We have projected Students with Special Needs (15%) and English Learner populations (2.9%) approximating the same proportion of these groups of students who were enrolled in Maine public schools in the 2013-2014 school year. We predict special education services will be provided across all disability categories – low and high incidence. By direction of the Maine Department of Education, we have assumed that 5% of our student population will be gifted and talented.

Statewide Need

The voices of Maine families tell us that there is a need for the Maine Virtual Academy. MEVA has reached out to and received support from 244 families who support the authorization of the MEVA charter and indicated their interest in enrolling their children in the proposed school (see **Tab 42**). In addition to this strong indication of need and support, there is documentation of the need for MEVA from many sources.

According to *Education Indicators Report for Maine*, published by Educate Maine, in 2013 only 38% of Maine 8th graders were proficient in reading and only 40% were proficient in math; only 48% of Maine's High School students—less than half--graduated high school proficient in reading and math. As a result, students are graduating from high school unprepared for college and career. Maine employers face a lack of highly skilled employees, and consistently spend their resources on training and retraining their workers. Students are also unprepared for post-secondary education, and many require remediation before entering college-level courses. The report establishes, “these numbers reveal that significant changes are needed for Maine's education system. We must do better to prepare our students for success in college and career.”¹

One of Maine's primary reform efforts is Proficiency Based Learning (PBL), a system of instruction and assessment based on mastery of the knowledge and skills students are expected to learn before advancing to the next level. It is a student-centered approach where teachers strive to customize lessons to a student's interest, needs and progress. MEVA's educational model aligns with the PBL as it is mastery based and grounded in the Individualized Learning Plan which customizes to fit each individual student's strengths, weaknesses, learning styles and aptitudes, as well as maps out multi-year personalized learning strategies for each student to reach his or her academic and future goals.

Across the country, more students are taking online and blended courses than ever before. *Keeping Pace*, a report published for the past ten years, in part sponsored by iNACOL (International Association for K–12 Online Learning), and recognized for its timely online education policy information, estimates 310,000 students attended fully online schools in SY2012-2013.² *Keeping Pace* recognizes 31 states including Washington DC with at least one fully online statewide school. The report goes state by state across the country reporting on the “state” of online learning in each one. About Maine, *Keeping Pace* says “*Online learning has been limited in Maine, as the state has no major statewide online programs. LD1553 (2011) allows charter schools in Maine for the first time, including virtual charter schools; however, none has been approved as of SY 2012-2013.*” The report then graphically rates the state of online learning in Maine in the following way:

¹ Educate Maine. (2013). *Education Indicators for Maine*. Retrieved from educatemaine.org

² Evergreen Education Group. (2013). *Keeping pace with K-12 Online and Blended Learning*. Retrieved from <http://kpk12.com/>

Availability of online learning options

SUPPLEMENTAL			FULLY ONLINE		
K-5 (ES)	6-8 (MS)	9-12 (HS)	K-5 (ES)	6-8 (MS)	9-12 (HS)
					
NONE	NONE	SOME	NONE	NONE	NONE

The table above³ makes a clear statement that online learning options, in particular full time online learning options, are lacking in Maine. MEVA will ably provide such an option for Maine families. MEVA will enroll students from across the state of Maine in Grades 7-12 beginning in the 2015-2016 school year (see catchment area in **Tab 1**). Data provided to Maine Learning Innovations by our proposed Educational Services Provider, K¹² Virtual Schools LLC (“K12”), documented the large and growing numbers of Maine families who have contacted K12 directly to express their interest in virtual education for their children. While inquiries have come from every county in Maine, strongest interest (in order of magnitude) has come from Portland (Cumberland County), Alfred (York County), Bangor (Penobscot County), Augusta (Kennebec County), and Auburn (Androscoggin County). Please see Assessment of Community Demand in **Section B.6** for detailed market research, surveys, and other indicators of local demand for MEVA.

To quantify the condition of Maine’s current “Educational Pipeline,” the Maine Association for Charter Schools (MACS) provides the following data on their website (<http://www.mainecharterschools.org/>):

In Maine, for every 100 ninth grade students:

- 76 students graduate from high school four years later
- 41 students immediately enter college
- 31 students are still enrolled in college in their second year
- 22 students graduate with either an associate’s degree within three years or a bachelor’s degree within six years.

Maine educators such as Dr. Lynne Miller, Professor of Educational Leadership and Executive Director of the Southern Maine Partnership at the University of Southern Maine, have pointed out the “disconnects” between the aspirations of Maine students and their readiness for college and careers. Dr. Miller has long advocated that there is a widespread need for Maine students who aspire to college to have a course of study that adequately prepares them for college level work without remediation. She also writes and speaks about serving the education needs of those whose aspirations are to go from Maine high schools to a career. MEVA provides a way to fix the disconnect between student aspirations and their readiness to fulfill them.

³ Ibid

Training a prepared and educated workforce with 21st century knowledge and skills is the key to a successful and productive economy and society. MEVA will provide a Career Pathways program designed to achieve high academic performance that meets the rigorous Maine Learning Results, Common Core Standards, and Next Generation Science Standards as well as prepares all Maine students for college, career, and citizenship by providing them with the vision, motivation, and the practical and technical skills they need in a rapidly changing workplace and society. MEVA's Career Pathways program is modeled on the Maine Career and Technical Education framework as well as the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium. Each pathway is designed to accommodate a student's specific career interests and capabilities, provide an individualized academic experience, and transition a student smoothly into a career or a postsecondary education. MEVA students who choose to be a part of the Career Pathways program benefit from a comprehensive system of education that enables both academic and applied learning based on individualized learning plans, exploratory, foundational and advanced level Career Pathways courses, concurrent enrollment and dual credit options, internships and mentorships, community, post-secondary, enterprise and organizational partnerships, ultimately resulting in college and career readiness and the highest achievement standards. To read a full description of the Career Pathways program, please refer to the following section, **A.2 Academic Program**.

Explain how the proposed mission, curriculum, teaching methods and services align with the educational needs of that population.

We see MEVA as an integral part of implementing Maine's developing strategic plan "Education Evolving: Maine's Plan for Putting Learners First" and we applaud this state education reform initiative. The plan's purpose ("to build an education system in Maine that meets the needs of all learners, from early childhood into adulthood, and prepares them for college, careers, and civic life") and the school's mission and vision are in synch. In particular, MEVA fits perfectly in Core Priority Area 3 of the plan: Multiple Pathways for Learner Achievement, as MEVA embraces the four tenets of an education "system that fully recognizes multiple pathways for a student to achieve":

- Advancement based on demonstration of mastery
- Student voice and choice in the demonstration of learning
- Expanded learning options
- "Anytime, anywhere" learning

Students are often "lost" because their current learning environment does not match their learning needs. MEVA seeks to assist Maine in reaching academic excellence by providing additional opportunities to improve student learning through increased options in learning environments and implementing a variety of teaching strategies. Too many students in both Maine and the nation are not graduating from high school at all, or are graduating unready for the expectations of higher education or meaningful careers. This reality, central to the school's mission, is not receiving the type of innovative solutions it deserves. More of the same is not going to produce the breakthroughs required. To help meet this challenge, our governing board believes that we as a state need additional instructional models, increased learning opportunities for students, new ideas and approaches to innovative teaching methods, and a reaffirmed commitment to ensure our students are college and career ready. We believe the Maine Virtual

Academy will provide this type of innovative model for the students we serve, and will provide an example for other public schools to learn from. Charter schools can and should be places for research and development. The model we are proposing has been tested in two-thirds of the states and the District of Columbia with our partner, K¹² Virtual Schools LLC. We will work with all stakeholders to ensure high levels of accountability and transparency.

Our application is submitted in the spirit of creating options and increasing the learning opportunities for the students in Maine starting in 2015 and into the future. The academic philosophy of the charter school will be based on using innovations in technology to create and harness the power of individualized learning. The common denominator among parents who will choose MEVA for their children and the staff selected to work with us will be a shared belief that not all children learn the same way and that individual students and families should have access to an array of high quality public education options. We will be recognized as a student-centered school that looks at each student as an individual and matches teaching methods to individual learning styles and student performance.

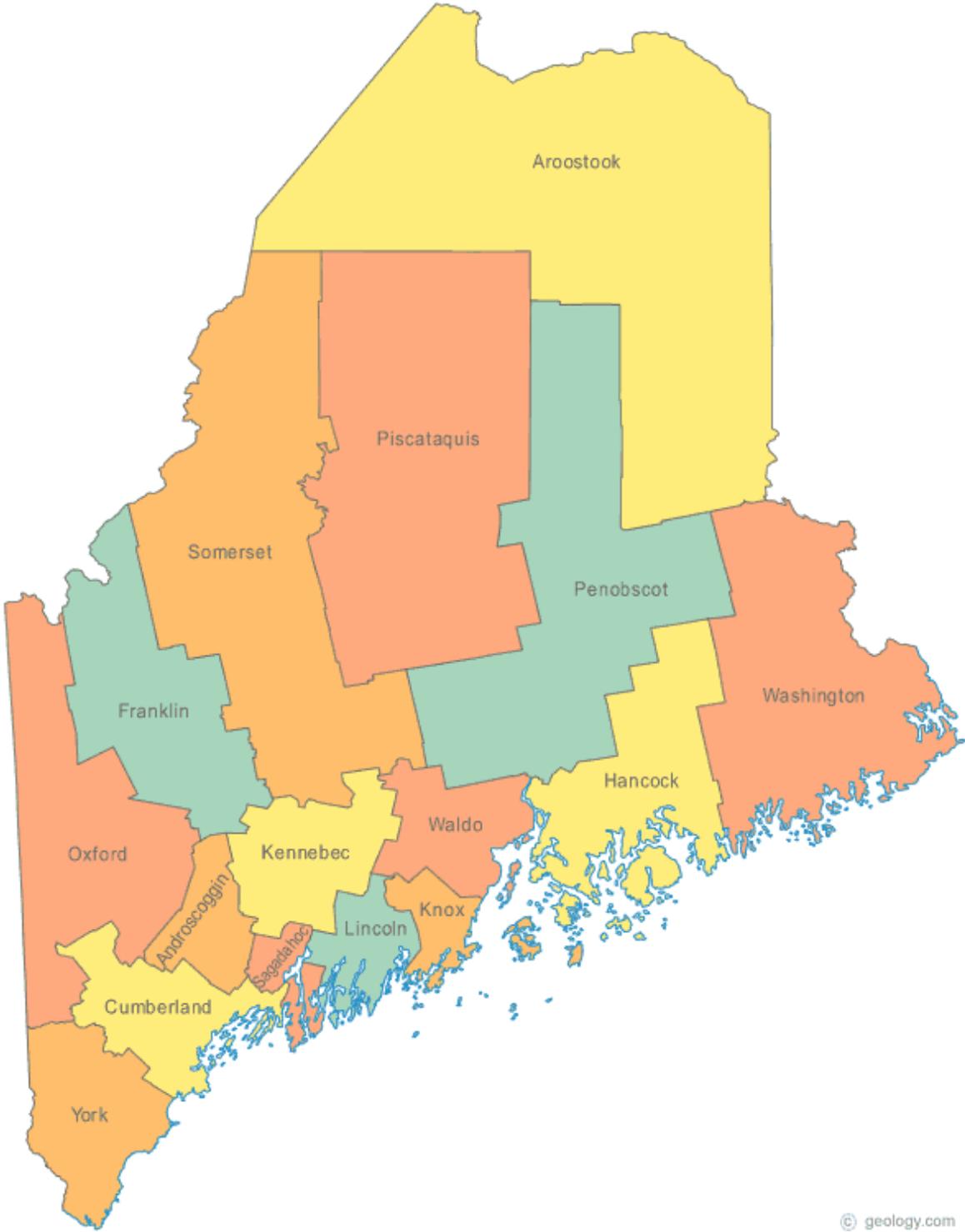
Our students will define, plan, and work towards achieving their academic and non-academic goals. Students, teachers, parents, learning coaches, and school leaders will share an ethic of cooperation, hard work, and high expectations. We will demonstrate best practices: optimal use of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused and well-structured instructional practices. MEVA within its model will provide new opportunities for teachers through leadership roles that still allow our best teachers to teach while taking on some administrative roles in developing the school. The instructional practices in our public charter school will be models for school districts in Maine to replicate especially in the areas of creating Individualized Learning Plans (ILPs), parent engagement, mastery of standards, focus on college and career readiness skills, web-based and in-person professional development, a detailed instructional model, creating value-added measures of student achievement, and providing successful intervention for students who are struggling. Like all high-performing charter schools, MEVA is committed to data-driven instruction and decision making, responsive governance, across-the-board accountability, and transparency in all aspects of school operations. Finally, the Board has determined that our chosen education service provider, K12, is uniquely situated to help us succeed in this quest. K12 has more than 13 years of experience providing not only the end-to-end curriculum and learning system but also associated administrative and technology services necessary to deliver that curriculum.

Required Tab

1. Map showing outline of catchment area

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TAB 1 - MAINE VIRTUAL ACADEMY CATCHMENT AREA



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A.2 Academic Program

Applicant Instructions

Provide a description of the curriculum to be used by the school that reflects the needs of the school’s target population, including measurable objectives and subject area content and skills for each grade level, and a curriculum outline.

Curriculum Description

MEVA will offer K12’s extensive and award-winning curriculum of grades 7 through 12 courses (see **Tab 43**). It should be noted that in 2011, K12 was approved by the Maine Department of Education as a Maine Online Learning Provider on the basis of K12’s demonstrated experience in the operation and management of online learning programs and courses. As an approved Maine Online Learning Provider, each K12 course offered for a unit of credit must correlate with applicable state-adopted academic standards prior to being offered.

MEVA has chosen to “adopt” the Maine Learning Results, the Common Core State Standards (CCSS), and Next Generation Science Standards through the selection of the K12 curriculum. Our students’ academic achievement in each subject area for each grade level will be measured against these standards. K12 has documented how their courses are aligned to the Maine Learning Results, the Common Core State Standards (CCSS), and the Next Generation Science Standards. The K12 Product Development group has a direct historical connection to the work of the Core Knowledge Foundation. This longstanding connection has positioned K12 core Math and English Language Arts curriculum to be fully aligned to the Common Core standards. K12 actively monitors each state’s review and adoption of the NGSS standards which, for many states, is still in the very early stages. As they have done with the Common Core standards, K12 is committed to fully supporting the NGSS standards and is currently updating its science courses to meet this goal. K12 is committed to a world-class education for students, and welcomes the Common Core standards, in addition to the Maine Academic Standards and the Next Generation Science Standards, as a measure of its success.

Measurable Objectives

It is the belief of MEVA that students should be assessed regularly to determine and ensure mastery of content. Assessments should include state required assessments, teacher developed assessments and formative assessments throughout the school year that are tied to both the curriculum and the state standards. Therefore, many of our objectives are based on this belief. Each year the Board, along with the administrative staff, will review progress on meeting objectives, assess student data and determine if adjustments need to be made. The Student Achievement Improvement Process (SAIP), described below in the **Section A.4 Assessment**, is a planning process in which teachers and administrators work together to come up with a plan to improve student achievement in the school. The SAIP process is continuous—the committee will monitor student achievement at least quarterly, or more often if new information becomes available. Both teachers and administrators will be decision-makers in the SAIP process, which should result in a highly productive and respectful relationship. MEVA believes that the

objectives below are obtainable and are based on the need to ensure students make learning gains throughout their educational journey with MEVA. However, the Board will seek to revise and improve the goals based on data from fall pre-assessments of students and other data as the school grows. Goals and measurable objectives must be reviewed and revised on a continuous basis and MEVA is committed to doing that. Therefore, MEVA views the objectives below as a baseline from which to start but is aware that they will need to go through a full revision once actual data is available on the students enrolled in the school. For more detailed information on the measurable objectives, see **Tab 9** Maine Charter School Commission Performance Indicators for MEVA.

STUDENT ACADEMIC PROFICIENCY

Measurable Objective 1: Percentage of students scoring at “proficiency” or above on state assessments in English Language Arts and Mathematics in SBAC will be 90% by 2022. An annual improvement projection for students who have been enrolled for a full academic year will be set according to the baseline established by the percent of students who are proficient in Year 1.

Measurable Objective 2: PSAT/SAT ELA and Math scale scores of students in grades 10, 11, and 12 who have been enrolled for a full academic year will be converted to the proficiency categories of SBAC and will show at least a 2% annual increase in college and career readiness.

Measurable Objective 3: Students in grades 7 and 8 will master 90% of the curriculum in Language Arts, Mathematics, History, and Science. A minimum of 70% of students in grades 9-12 will pass their Language Arts and Mathematics courses.

STUDENT ACADEMIC GROWTH

Measurable Objective: 100% of students will have an Individualized Learning Plan (ILP) in the first 9 weeks of school.

ACHIEVEMENT GAPS IN PROFICIENCY AND GROWTH BETWEEN MAJOR STUDENT SUBGROUPS

Measurable Objective 1: In Year 1, a Comprehensive Needs Assessment will be completed as part of the School Improvement Process. Measurable goals, objectives, and strategies for gap closure will be identified and resources aligned. Specific target to be negotiated in the charter contract.

Measurable Objective 2: In Year 2, The School Improvement Plan including the gap closure measurable goals, objectives and strategies will be implemented, evaluated, and updated on an on-going basis. A Comprehensive Needs Assessment (CAN) will be conducted and the School Improvement Plan will be updated annually.

STUDENT ATTENDANCE

Measurable Objective 1: Average daily attendance rate will be 93%.

Measurable Objective 2: Students will have no more than 10 unexcused absences annually. An escalation and remediation process will begin with 5 unexcused absences.

RECURRENT ENROLLMENT FROM YEAR TO YEAR

Measurable Objective 1: At the end of Year 1, percentage of student re-registration will be 80%.

Measurable Objective 2: At the end of Year 2 and beyond, student re-registration will improve by 2% each year.

POSTSECONDARY READINESS (FOR HS)

Measurable Objective 1: Baseline data will be collected during Year 1 and graduation rates will be set for Years 2-5 based on 4, 5, 6 year cohorts with a 5% improvement target each year.

Measurable Objective 2: Baseline data from Year 1 will be collected and performance projections will be set for the percentage of students demonstrating success in and completion of dual enrollment courses.

Measurable Objective 3: Baseline data will be collected on students who have been enrolled for a full academic year. Students will show at least a 2% improvement in reaching the state average or scoring above the state average on all measures defined by the SAT in reading, writing, and mathematics.

Measurable Objective 4: In Year 1, 60% of graduates will pursue a post-secondary education, 10% will enter the military, and 30% will enter the workforce. Each year thereafter, graduates will meet or exceed the Maine state averages in pursuing a post-secondary education, joining the military, and entering the workforce.

Measurable Objective 5: Using their Individualized Learning Plans which combines students' interests, goals, and abilities to form a path from high school to non-post-secondary institutions, students will choose the following post-secondary options: Of the 40% who will not go on to a post-secondary education in Year 1, ~25% will go on to the military and ~75% will go into the workforce. Each year thereafter, graduates will meet or exceed the Maine state average.

SCHOOL SOCIAL AND ACADEMIC CLIMATE

Measurable Objective 1: The school will maintain the same state and federal reporting requirements as for public schools for reporting actual or suspected bullying, harassment or other abusive practices. 100% of staff will be trained in cyber-bullying prevention, and there will be semiannual sessions presented to students and families about cyber-bullying.

Measurable Objective 2: The school will participate in state student climate surveys. Baseline satisfaction data will be gathered in Year 1, and there will be a 2% improvement on parent satisfaction percentages from the previous year.

PARENT AND COMMUNITY ENGAGEMENT

Measurable Objective 1: 100% of students will be meaningfully connected to at least one outside of school activity, and MEVA will develop a portfolio of meaningful corporate and community partners for students to engage with.

Measurable Objective 2: 100% of staff, students, and families will utilize the kmail communication and documentation system.

Measurable Objective 3: Middle school and high school parents will participate in the School Improvement Team and the Parent Advisory Committee.

Measurable Objective 4: 100% of families will meet with teachers to develop and monitor Individualized Learning Plans.

Measurable Objective 5: 100% of learning coaches will log in to the Online School (OLS).

Measurable Objective 6: Targets for parent and family participation in school-sponsored activities, including volunteer and fundraising activities will be established in the contract and noted in the school handbook for families and students.

Measurable Objective 7: A plan for parent conferences will be established, and records of attendance at conferences held will be maintained.

Demonstrate how the school provides instruction of all students in all eight content areas of the system of Maine Learning Results and provides a structure that allows and requires all students to achieve proficiency in the state standards in all content areas of the system of learning results.

Middle School Curriculum

In 7th and 8th grade, courses are categorized into six core areas: Language Arts/English, Mathematics, Science, History, Art, and Music (see Grades 7-8 course list in **Tab 43** and curriculum descriptions below). In addition, through a joint venture with Middlebury College, called Middlebury Interactive, MEVA will offer multiple levels of World Languages in Spanish, French, Latin, German, and Chinese. Courses in Health and Physical Education, and Career and Education Development will also be offered to meet the standards of the eight Maine Learning Results. The curriculum includes all of the courses that students need to complete their core 7th and 8th grade education—in more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum is mastery-based with assessments built into every lesson to ensure mastery and provide for remediation or enrichment where necessary.

Enhancements to the Grades 7-8 curriculum include a variety of innovative solutions. MathCast is a video that mimics the real teacher instruction in a face-to-face classroom by capturing the natural voice and handwriting of an expert mathematics teacher. The key to MathCast is its ability to show worked examples of the typical problems students may encounter in their math classes. As cognitive science and instructional design research has shown, learners benefit from hearing and seeing the thought process of an expert problem solver, and worked problems are one of the most efficient ways to learn mathematics. Furthermore, students learn better when visuals are explained with narration. Virtual Labs are another important innovation – they

recreate a traditional laboratory setting that provide students with hands-on experience in exploring key concepts they have learned, while acquiring new scientific skills such as creating hypotheses, analyzing data, developing lab equipment and procedural knowledge. The Virtual Labs are designed to meet each student’s need, and are but one component of a richly textured lesson experience. Virtual labs are conducted in addition to hands-on experiments conducted using materials supplied as part of middle school science courses.

MATH: MEVA’s math curriculum emphasizes an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic as well as more advanced skills. Online games and animations motivate students and help illustrate abstract concepts, while challenge problems help develop critical thinking skills. These exciting, research-based courses focus on computational fluency, conceptual understanding, and problem solving. The engaging approach features colorful new graphics and animation, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for families at home to support their students to succeed. The math curriculum provides a thorough mathematic grounding for MEVA students.

SCIENCE: MEVA will offer real science for each grade level. The program balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploring life, earth, and physical sciences in each grade, MEVA science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world.

LANGUAGE ARTS/ENGLISH: Language Arts/English helps students develop important reading and writing skills, while also inspiring a love of literature. Combining literature, composition, grammar, usage, mechanics and vocabulary, The Language Arts/English program emphasizes developing written and oral communication skills, interpreting literary works, teaches writing as a process, and prepares students for standardized tests in the areas of language skills and reading comprehension.

HISTORY: With integrated topics in Geography, Civics, and Economics, the History curriculum opens young adult minds and imaginations to far-off lands, distant times, and diverse cultures as they explore the broad themes and big ideas of human history and the contemporary world. It emphasizes the *story* in history—a story that includes not only great men and women but also everyday people. Students explore major themes and topics in greater depth through survey and advanced level courses in American and World History, focusing on change over time, including the development of religion, philosophy, the arts, science and technology. They also practice map reading skills, document and art analysis, conduct research, write in a variety of formats, and look at how historians draw conclusions about the past. Lessons for state specific history requirements are embedded throughout each grade level history course. MEVA history

curriculum will include instruction in American history, Maine studies and Maine Native American history as outlined in Title 20-A MRS 4706:

- **American history.** American history, government and citizenship, including the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship
- **Maine studies.** Maine history, including the Constitution of Maine, Maine geography and environment and the natural, industrial and economic resources of Maine and Maine's cultural and ethnic heritage Maine Native American studies, and Maine Native American studies:
 - Maine tribal governments and political systems and their relationship with local, state, national and international governments;
 - Maine Native American cultural systems and the experience of Maine tribal people throughout history;
 - Maine Native American territories; and
 - Maine Native American economic systems.

ART: Following the timelines in the History lessons, MEVA Art introduces students to great works of art from different cultures and eras, while engaging them in creative activity—painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, and yarn etc. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists, from Rembrandt to Warhol, and learn about different artistic movements such as Impressionism and Cubism. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.

MUSIC: MEVA Music teaches basic music fundamentals and concepts, including theory, history, and genres at different levels, so that all music students have a consistent understanding of the essential concepts governing Western music. The curriculum builds quickly, incorporating classical forms of music and modern traditions such as gospel, soul, blues, and rock and roll in a structured, comprehensive way. Students study classical composers and their music, including Beethoven, Mendelssohn, Mozart, Vivaldi, Corelli, as well as modern music composers such as Copeland and Prokofiev. Students expand their knowledge of musical scales, rhythm, beat, harmony, form, and expression; and they practice recognizing musical pieces and patterns. The concepts in the lessons are critical to fostering music comprehension, which is taught in stages as students move through their years at MEVA. Much more than simple music appreciation, this is an approach that will help students train their own ears, voices, and bodies in the fundamental building blocks of music.

WORLD LANGUAGES: The offering in world languages, Middlebury Interactive Languages and FuelEd, gives students a choice of five World Language courses (Spanish, French, German, Latin, and Chinese) and helps students to read, write, speak, and listen for meaning in the languages they choose to study. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the courses represent an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, diverse

multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. Courses prepare students to generate language incorporating the vocabulary and patterns they have learned. Courses thoroughly meet all national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages) and follow state guidelines in covering level-appropriate standards in communication, cultures, linguistic and cultural comparisons, cross-curricular connections, and engaging with target-language speaking communities.

HEALTH EDUCATION AND PHYSICAL EDUCATION: Health and PE focus on important skills and knowledge in nutrition; physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The courses help students build the skills they need to protect, enhance, and promote their own health and the health of others. They are also designed to engage students in activities that reinforce basic physical skills and improve overall fitness levels. Each PE lesson provides a schedule of instructions for five days of activities.

Maine Virtual Academy recognizes the important role of Physical Education in the education of our students. Physical education courses for middle school students are taught by generalists with support from the high school PE credentialed teacher. Parents/guardians are an integral member of the student’s educational team. The in-home nature of the “virtual school model” requires parents to assume a significant responsibility for the implementation of physical education activities. Lessons aligned to the state standards are delivered through the Online School. Teachers will provide the learning coach with resources and information concerning the Physical Education standards. Lessons require coursework and activity. Most coursework is assessed by the Online School. Students and learning coach can complete a log of hours and activities to match the standards and submit it to the teacher for verification. Activity is verified by the parent. Physical Education forms are also available for third party completion. Students will receive an average of 150 minutes of physical education per week. Physical Education requirements for Special Education students will be aligned in conjunction with the child’s IEP.

CAREER AND EDUCATION DEVELOPMENT: The mission of the MEVA Career Pathways program (see program description below) is to not only achieve high academic performance that meets rigorous state standards, but also to prepare MEVA students for college, career, and citizenship by providing them with the vision, attributes, and the practical and technical skills they need for success in a rapidly changing workplace and society. The Career Pathways program supports the state’s education reform plan: “Education Evolving: Maine’s Plan for Putting Learners First” in the core priority areas of effective learner-centered education, great teachers and leaders, multiple pathways for learner achievement, and comprehensive school and community supports. MEVA’s Career Pathways program is modeled after the Maine Career and Technical Education framework as well as the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium. Each pathway is designed to accommodate a student’s specific career interests and capabilities, provide an individualized academic experience, and

transition a student smoothly into a career or a postsecondary education. The basic framework of this program includes multiple, mutually reinforcing components including the Individualized Learning Plan, the starting point for identifying and selecting a career pathway. While formulating their ILPs, students are first introduced to the Career Pathways Program. Those who choose to pursue this program can enroll in the applicable exploratory course depending on their grade level. These customized courses are unique for each student, as school counselors, advisors, and other staff guide students through an in-depth exploration of their interests, abilities, and skills. The exploratory course provides students with a broad overview of careers, addresses the concept of employability, includes career interest surveys, and offers weekly seminars and assemblies with guest speakers focusing on specific clusters and pathways. These courses enable students to explore their education and career interests, define goals, and create a path for high school that that will get them there.

High School Curriculum

MEVA will be able to offer more than 150 K12 high school courses designed to help students earn their high school diploma and find their own path to post-high school success—whether that’s in college or in the workforce. K12 high school curriculum offers Math, English, Science, and History courses in multiple levels—Core, Comprehensive, Honors, and Advanced Placement— plus remediation and credit recovery courses to meet the needs of diverse learners (see K12 grades 9-12 (course list) in **Tab 43** and curriculum descriptions below). Students can take up to five years of Spanish or French (including AP courses), up to four years of German and up to two years of Latin, Chinese, and Japanese. Students have a variety of physical education and art course options to choose from to fulfill graduation requirements. In addition, a large variety of electives, including Anthropology, Web design, and Entrepreneurship will be provided. The program allows students to chart their own course, choosing from among the four levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among the Core and Comprehensive English and History courses. These multiple course levels prevent students from being “locked in” to one level of a particular subject, and account for natural progress and growth.

Many science courses now include interactive Virtual Labs (vLabs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.

Many textbooks, reference guides, literature readers, and lab manuals are now also offered as online books (a.k.a. eBooks), and are optimized for use with mobile devices. Plus, K12 has launched mobile applications for the iPhone and iPod Touch, available as free downloads on iTunes. These apps include “K12 Algebra I Study and Review” and “K12 Periodic Table,” which students can use to reinforce course concepts.

By using the K12 high school curriculum, the school will allow students to harness the power of individualized learning by choosing from the following six levels of Math, English, Science, and History courses:

- **Core courses** are similar to the standard courses offered by many other programs. They meet all academic requirements for each course area both for graduation as well as for potential admission into a wide range of colleges. Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- **Comprehensive courses** are designed for students entering with a strong foundational knowledge and aptitude in the subject area being covered, as well as solid study skills. Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in core courses.
- **Honors courses** hold students to a greater degree of accountability, and demand even greater independence and self-discipline than their Comprehensive counterparts. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college level courses. Students also demonstrate college level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.
- **AP courses** are college level courses that follow curriculum specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation’s colleges and universities. Twenty Advanced Placement courses that have been approved by the College Board are currently offered. These courses were officially approved through the AP Audit process in the early summer of 2013.

While most MEVA students will be prepared to enroll in one of four levels of core courses, we can assume that some students will have gaps in their proficiencies—predictably in math and reading. We are prepared to meet all students where they are. K12 also provides two levels of courses for struggling students, “at risk” students, and students who have not successfully completed courses required for graduation:

- **Remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students’ current knowledge and provide the instruction needed for them to continue their studies at a high school level.
- **Credit recovery courses** allow students to gain credit for courses they have previously taken and not completed successfully. These courses include diagnostic unit tests that assess students’ understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

HISTORY: High school History emphasizes the narrative of History – a narrative that includes great men and women as well as everyday people, and the governments, arts, belief systems, and

technologies they have developed over time. These History courses meet state and national standards for content and skills and are offered at levels appropriate to the student's needs. Courses in World History, Modern World History, United States History, and Modern United States History combine stunning textbooks published by K12 with interactive online lessons that guide students' reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in Geography, Civics, and Economics into the study of history. MEVA high school history curriculum will include instruction in American history, Maine studies and Maine Native American history as outlined in Title 20-A MRS 4706:

- **American history.** American history, government and citizenship, including the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship.
- **Maine studies.** Maine history, including the Constitution of Maine, Maine geography and environment and the natural, industrial and economic resources of Maine and Maine's cultural and ethnic heritage Maine Native American studies, and Maine Native American studies:
 - A. Maine tribal governments and political systems and their relationship with local, state, national and international governments;
 - B. Maine Native American cultural systems and the experience of Maine tribal people throughout history;
 - C. Maine Native American territories; and
 - D. Maine Native American economic systems.

ENGLISH: High School English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses, in the core, comprehensive, and honors curricula offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

SCIENCE: MEVA will offer a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics and environmental science. Most of these courses are offered at core, comprehensive, and honors levels, allowing students to select the level of rigor in keeping with their level of science achievement. AP courses are also available. All courses are academically rigorous, meeting and exceeding national and state science standards and provide valid, continuing assessment of student work. Each course is built around a series of Big Ideas developed in association with working scientists. Courses provide hand-on exploration of the sciences; courses have the option to use real materials to conduct scientific laboratory investigations at home. Options exist to take these courses using virtual laboratories that reflect actual laboratory experience in a virtual

setting. Throughout the sweep of high school science courses, students become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. Each high school science course prepares students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firms anchoring students in scientific principles.

MATH: Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts, but also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are narrated by experienced teachers, while others provide students the ability to interact with a structured, partially-completed problem. The offline textbooks provide reference information, more worked examples, and robust, well-sequenced problem sets so students can learn by practicing. Each lesson also includes resources that help teachers and mentors support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments include computer-scored as well as teacher-graded components with robust rubrics. Many courses are available in various levels including core, comprehensive, honors, and AP.

WORLD LANGUAGES: The offerings in high school world languages, Middlebury Interactive Languages (a joint venture with K12 and Middlebury College) and FuelEd, give students a choice of six World Language courses (Spanish, French, German, Latin, Japanese and Chinese) in up to 5 levels depending on the language. These courses take students through a rigorous yet captivating journey of language learning with continuing emphasis on reading comprehension, speaking, reading and writing. Vocabulary and grammar topics are introduced and reinforced in an ongoing adventure story and supporting activities. Cultural lessons and activities are included as well. Courses thoroughly meet all national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages) and follow state guidelines in covering level-appropriate standards in communication, cultures, linguistic and cultural comparisons, cross-curricular connections, and engaging with target-language speaking communities.

HEALTH EDUCATION AND PHYSICAL EDUCATION: High school health and physical education are a comprehensive offering that develops a number of important skills and knowledge areas through online instruction, engaging group discussion, and numerous activities. Lessons focus on topics such as nutrition; hygiene; physical and mental health; the dangers of substance use and abuse; injury prevention and safety; growth and development; and community health resources. Students gain a thorough understanding of real-life issues through analyzing internal and external influences on their health-related decisions, as well as learn practical skills ranging from understanding food guidelines and health insurance to first aid and CPR. In PE, online instructional guidance supplements weekly student participation in cardiovascular, aerobic, muscle-toning, and other physical activities. The lessons help students build the skills they need to protect, enhance, and promote their own health and the health of others.

Physical education (PE) courses for high school students are taught by Maine-credentialed PE teachers. PE course work is delivered predominantly via the learning management system and teacher-led direct instruction. The PE courses are aligned to the Maine standards. Students track course-related activity in logs that are signed off by learning coaches and submitted to teachers. Students must demonstrate they have met expectations for activity and coursework. Activities have been developed with the assumption that students are working individually rather than participating in a group activity or sport.

Examples of General Physical Education Course Descriptions include:

OTH020: Physical Education (Elective)

This pass/fail course combines online instructional guidance with student participation in weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity based upon a pre-approved plan. The course promotes the value of lifetime physical activity and includes instruction in injury prevention, nutrition and diet, and stress management. Students may enroll in the course for either one or two semesters, and repeat for further semesters as needed to fulfill state requirements. Course Length: One semester (or more) Prerequisites: None

OTH026-AVT: Physical Education (Credit Recovery)

Through this one-semester credit recovery course, students learn a wide variety of fitness concepts that they will be able to use in their everyday life. The course addresses the fundamentals of physical fitness, including goal setting and target heart rate. Students learn about how their body works by studying static and dynamic balance, linear and rotary motion, anatomy, and biomechanics. They are introduced to a variety of lifetime activities, including tennis, golf, Frisbee, and orienteering. They also learn about activities to promote cardiorespiratory fitness, including kickboxing, hip hop dance, fitness walking, and cycling. Pilates, yoga, and breathing exercises that help promote physical and emotional wellness are addressed as well.

MUSIC: High school music introduces students to the history, theory, and genres of music. Through interactive lessons and activities, students explore the history of music, from the surviving examples of rudimentary musical forms to contemporary pieces from around the world. They cover early musical forms, classical music, and American jazz, as well as modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. Students also explore the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide. A student “performance practicum” may be included if appropriate. The performance practicum requirement can be met through participation in supervised instrumental or vocal lessons, church or community choirs, community musical performances, or any other structured program that meets at regular intervals and provides opportunities for students to build vocal and/or instrumental skills. Parents or guardians will be required to present their proposed practicum to the students’ teachers for approval, and validate their children’s regular participation in the chosen performance practicum.

ART: The Arts curriculum combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. They are designed to broaden students' knowledge of a variety of art forms within historical and cultural contexts. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

CAREER AND EDUCATION DEVELOPMENT: As mentioned previously, MEVA will offer students the option of participating in a Career Pathways program. After creating an Individualized Learning Plan (the starting point for identifying and selecting a career pathway) and taking the applicable exploratory course, high school students who elect to follow a pathway may have opportunities such as General Education Courses, Pathway Foundation and Elective Courses, Concurrent Enrollment Courses (college credit), courses or training at a Maine 27 Career and Technical Education center, internships, and a diploma endorsement in their chosen pathway. A more detailed description of the Career Pathways program is provided later in this section of our application.

Curriculum Alignment

Maine Learning Results, Common Core State Standards, and Next Generation Science Standards

K12 has documented how their courses are aligned to the Maine Learning Results, the Common Core State Standards (CCSS), and the Next Generation Science Standards. The K12 Product Development group has a direct historical connection to the work of the Core Knowledge Foundation. This longstanding connection has positioned K12 core Math and English Language Arts curriculum to be fully aligned to the Common Core standards. K12 actively monitors each state's review and adoption of the NGSS standards which, for many states, is still in the very early stages. As they have done with the Common Core standards, K12 is committed to fully supporting the NGSS standards and is currently updating its science courses to meet this goal. K12 is committed to a world-class education for students, and welcomes the Common Core standards, in addition to the Maine Academic Standards and the Next Generation Science Standards, as a measure of its success.

The alignment process is overseen by K12's curriculum support and alignment department. K12 engaged alignment specialists to review and document the alignment between its curriculum and the standards. Alignment specialists identified where in the K12 curriculum the concepts are addressed and noted specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the Maine Academic and Common Core Standards.

All of the alignments will be thoroughly reviewed after charter approval and prior to school opening in fall 2015 to prepare teachers for student instruction. To further ensure alignment among the MEVA curriculum, the Maine Learning Results, and the Maine Comprehensive Assessment System, according to each student's grade level and course enrollment, after charter approval and prior to school opening in fall 2015, test blueprint alignments will be developed for WIDA ACCESS for ELL (grades 7-12), National Center State Collaborative (NCSC) alternate

assessments (grades 7, 8 and third year of high school), Maine High School Assessment (MHSA) science (grade 11), Smarter Balanced Assessment Consortium (SBAC) system of assessments (grades 7, 8 and 11) and Maine Educational Assessment (MEA) science (grade 8).

iNACOL National Standards for Quality Online Courses, version 2

In 2007, the International Association for K-12 Online Learning (iNACOL) published standards based closely on work originally formulated by the Southern Regional Education Board (SREB). iNACOL's standards outline quality guidelines for online courses—covering content, instructional design, student assessment, technology, and course evaluation and support. Schools and other educational organizations can use these standards as a rubric for evaluating the quality of any online courses they wish to offer.

The iNACOL standards were revised in late summer 2011. K12's courses have been so widely recognized for embodying best practices for online learning that K12's curriculum department was invited to join the committee for revising the standards. Version 2—published in October 2011—includes reformulated standards that are more easily applicable and verifiable in the growing landscape of different online scenarios.

K12's rigorous courses—aligned to national and state content standards—engage students in active and self-directed learning that requires progressively sophisticated thinking, reasoning, information literacy, and communication skills. K12's courses address the many ways students learn, including the varied capabilities offered by the online medium and supported by instructor-student and facilitated student-student interaction. The curriculum provides for multiple levels of mastery, teaching concepts and skills that will be retained over time and that provide a foundation for further study. Ongoing assessments verify students' progress and readiness for advancement. K12 conducts continuous and systemic internal audits of its courses to assess effectiveness.

A K12 evaluation of its courses against the iNACOL standards reveals high marks for compliance. Documentation for alignment with the 2011 standards is available for review.

AdvancED Accreditation

K12 Inc. is accredited through AdvancED, the world's largest education community, including such members as North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and Commission on International and Transregional Accreditation (CITA). K12 is the largest national kindergarten through grade 12 online school provider to be recognized by AdvancED. Online public schools using K12 curriculum have received accreditation from qualified accrediting organizations across the country including Middle States Association, NCA CASI (also now part of AdvancED), Northwest Association of Accredited Schools, and Western Association of Schools and Colleges.

AP Approved Courses

AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation's colleges and universities. K12

currently offers 19 Advanced Placement courses that have been authorized by the College Board. These courses were officially approved through the AP audit process in July 2014. K12's AP courses have been reauthorized by the College Board for SY 2014-15. AP and dual-credit courses may be a component of the MEVA Career Pathways program, where students have the opportunity to earn college credit while enrolled at MEVA. Agreements will be sought with local colleges to develop an articulated agreement for co-enrollment. Credits may be earned in a variety of ways, including: physically attending classes at MEVA or on the local college campuses; by taking credit-earning online classes in a supervised setting at MEVA; and by the school negotiating the right to have some of its coursework at the MEVA facility considered a co-enrolled credit course at a college.

Leading Sources Standards

K12 has developed courses that incorporate standards, parameters, and characteristics outlined by a host of leading sources including: the National Academy of Science; American Council on the Teaching of Foreign Languages; Chinese Language Teachers' Association; National Art Education Association; International Association for K-12 Online Learning; National Association for Sport and Physical Education; National Council on Economic Education; National Council for History Education; National Council of Teachers of English; National Council of Teachers of Mathematics; National Institute of Child Health and Human Development; and Partnership for 21st Century Skills. The quality of the K12 courses and learning management system along with a track record of academic success has been documented.

Discuss the school's instructional design, including the type of learning environment, such as classroom-based or independent study, project and performance-based, experiential, class size and structure, curriculum overview, teaching methods and research basis that will be relevant or necessary to successful implementation of the curriculum.

Innovation of the Academic Program

MEVA will be a full time virtual charter school--with its own community of students, teachers, administrators, and governing board members. Every teacher, every administrator and counselor will be fully focusing their talents and efforts on the very specific task of making the school an innovative success. For the Governing Board, this school and its unique instructional model and operations will be their primary focus in terms of governance and setting policy. This is crucial in that the success of an online school is often achieved through non-traditional thinking. Innovation is a product of both design and implementation. On both fronts, the MEVA community will be able to dedicate their time and talents in a focused manner. Our students and families will benefit from this focus.

Simply put, MEVA is innovative and increases learning opportunities in Maine because it is a full time virtual charter school—a choice for virtual instruction as a form of public education for full time students. MEVA will enroll any interested student and will offer a long-term, stable educational environment. As a public charter school, MEVA will operate under charter contract with the Maine State Charter School Commission which lays out a five year plan for the school including:

- The school’s ability to directly enroll students who meet the eligibility requirements in grades 7 through 12. The Board is committed to enrolling every eligible student in Maine who seeks this public school option. The Board will not implement short enrollment windows or grade level caps. Enrollment will be quick and efficient to ensure students who want to enroll are serviced quickly and, once enrolled, are able to participate in activities throughout the year including the K12 Summer Strong Start program (see **Tab 44**).
- The charter school’s commitment to consistently use a high quality curriculum and instructional model from a provider of individualized online education programs.
- The Board’s singular commitment to this type of public school option and focus on providing high quality wrap around services for students and families.
- Extensive parental involvement in virtual learning programs and policymaking through the school board and community.
- MEVA’s push to provide unique and new ways of meeting a student’s individual needs. For example, developing and maintaining an Individualized Learning Plan (ILP) for each student, a customized program that fits each child’s unique strengths, weaknesses, learning styles and aptitudes.
- MEVA’s innovative Career Pathways program offerings designed to motivate and guide students onto a path towards academic achievement as well as college and career readiness by providing direction, depth, and real-world practical and technical skills.
- MEVA’s focus on ensuring strong parental involvement through various parent outreach services: K12 speaker series, parent coffee sessions, parent suggested training sessions, monthly meetings with the Chief Executive Officer (CEO) through Class Connect and regular face to face opportunities with the CEO throughout the year. The parent/learning coach is an important role in this model and MEVA will take tremendous steps to ensure their success in working with their student.
- The benefit to MEVA parents, students, and the school by taking part in various pilots, research endeavors, and focus groups that are aimed at continual improvement in the curriculum and services provided to the entire family.
- Access to programs like the K12 National Math lab that is directly targeted to impact middle school math performance.

MEVA will be unique in that it will provide the consistency, continuity, and a continuum of education that some parents seek because it will best serve the needs of their children.

Most significantly, MEVA virtual charter school will differentiate itself by providing a complete virtual school learning environment and community focused on the individual needs of each student. More than being just part of an online academic delivery system, MEVA will be part of a network connecting similar virtual academies (in 33 states and the District of Columbia as of this year) to each other and the resources and experience of our Education Service Provider, K12. Being part of this network will be valuable to everyone associated with MEVA—students, parents, Board, and staff. Schools in the network will share best practices in all aspects of virtual education. This is where we are likely to see the spark of future innovations and improvements.

MEVA's curriculum and instructional design is based on more than fifty years of cognitive science research in the following areas:

- how students learn;
- the structure of expert knowledge in school subject areas;
- general instructional design principles, including research-based e-learning methods; and
- methods for teaching specific topics and addressing possible misconceptions on those topics.

To insure that they draw on methods shown by scientific research to be effective in improving learning, K12 has dedicated an Evaluation and Research team to reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curricula.

MEVA's mission aligns perfectly with K12's curriculum philosophy to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise
- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match
- Beautiful, printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course
- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances
- Clear assessment tools to measure mastery of lesson objectives, using both online and off-line tasks to carefully probe mastery

For any given lesson, the curriculum development team at K12 creates and assembles different learning components to satisfy the diverse needs of students in multiple learning

environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich educational experience that is unlike any other.

K12 curriculum utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K12 materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

MEVA is a school and all that a school encompasses not only for the students but also for the teachers. As virtual academy teachers, the MEVA teachers will participate in task forces that will shape the curriculum and instructional model in the coming years. Virtual academy teachers participate regularly in K12 driven innovations that are focused on drawing on their teaching expertise and helping to make virtual teachers better at their job. The experience virtual academy teachers gain through working on these task forces is invaluable in their professional growth and it is experience they cannot get anywhere else. K12 has created opportunities for virtual academy teachers to gain certification in the use of Blackboard Collaborate through a variety of K12 and Blackboard Collaborate developed training courses. K12 has established relationships with colleges to provide courses for virtual academy teachers to gain graduate credit in the field of virtual learning.

MEVA teachers will work with other virtual academy staff to develop innovative programs for students and solve problems that are unique to the virtual school setting. MEVA teachers will look for opportunities for their students to interact, socialize, engage with, and learn from each other and the community, such as participating in state history fairs, applying for student leadership opportunities and grants, guiding students that are interested in government affairs to apply for governors' school. Establishing a tight-knit school community by meeting not only the academic needs of the students, but also the students' desire to create clubs and other student-led experiences is one of the many keys to the success of a virtual academy.

School for each MEVA student is based on that student's Individualized Learning Plan (ILP), a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. The school and its education program are designed to fit the lifestyles of many different types of student and families. Students will "typically" spend 6-7 hours per day in grades 7-8, and 6-9 hours per day in high school. However, those hours will be scheduled according to each student's needs rather than according to a one-size-fits-all regimen. Given the diversity we expect among our students, we expect diversity in their daily and weekly school schedules too. MEVA will provide the flexibility and self-paced approach to reaching each student's education goals that he/she has chosen based on his/her individual needs, for instance struggling students, advanced learners, working students, children of military families, medically homebound, and elite athletes and performers training for competitions or careers.

Instructional Design

To appreciate the innovation of our educational program, it is necessary, first, to understand our education program. The Maine Virtual Academy academic program will combine online technology with traditional instruction and materials. Instruction will be provided by certified teachers who will work in conjunction with learning coaches (usually parents or guardians, but can be any caring adult that the parent or guardian selects) to ensure student success. Teachers will communicate with the students and learning coaches through e-mail, telephone, online web meetings, and physical meetings.

Instructional time will occur both during weekly live synchronous interactive sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc.

Middle school teachers will provide weekly synchronous instruction in all content areas and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will manage the student's Individualized Learning Plan, validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas.

The teacher will provide direct instruction and support based on the students' individualized learning plan in "Class Connect" sessions using Blackboard Collaborate, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. The frequency and specific use of Class Connect is based on the specific needs of students and the school instruction model. Schools are using Class Connect sessions as part of the implementation of the fall and spring testing of all students. Teachers are able to interact and build relationships with students, assess skill level and provide student specific instruction. Below is a list of possible uses.

- Standards based synchronous instruction for both large and small group
- Synchronous instruction using the OLS lessons
- Remediation for small group based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners
- Activities that utilize higher order thinking skills
- Skill Assessments
- School Clubs
- Parent/Teacher conferences
- Parent Information Sessions
- Test taking skills

- Practice questions for state testing
- Classroom/Community Building Activities
- Science experiments
- Student and/or group projects
- Book Clubs
- Literature circles
- Writing workshops

The high school teacher will be responsible for conducting weekly live online sessions in all core courses and discussions using Class Connect, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics.

The teacher will also be the first point of contact for students and parents with all questions regarding the curriculum. Resources provided by teachers will include instructional and curricular support, differentiating instruction and/or assessment as necessary, organizational assistance, and encouragement.

Parents (or another responsible adult designated by the parents), working in conjunction with the teacher, will serve as a "learning coach" to their grade 7-8 student, helping facilitate progress through the daily lessons and working to modify the pace and schedule according to the student's needs. Although parents play the role of learning coach for their students in managing the schedule and ensuring the student is completing work at a reasonable pace, teachers remain constantly involved to instruct, monitor progress, ensure mastery, and develop specific intervention plans when a child is struggling. The teacher manages all facets of the instructional experience. Learning coaches regularly communicate with their student's teachers.

Suggested lesson plans are provided to the student each week, which update automatically as the student progresses. The lesson plan can be varied to accommodate a student's pace or abilities: for instance, some students do better when they can concentrate their math studies for longer hours per day but fewer days per week. A student's favorite subject can be a reward to give the student a break periodically from tougher subjects.

In grades 7 and 8, the learning coach typically spends about 2-3 hours per day supporting their student's education. The high school parent/learning coach also plays an important supportive role to help the student stay on task and ensure the student is following through on his or her assignments. During high school, however, the student is expected to start managing his or her own time and academic schedule more directly

High school courses will be taught by teachers specifically experienced in their respective subjects, so each student has a different teacher for each subject, just as they do in a traditional high school setting. They grade students' assignments and review assessments, respond to student questions via e-mail or phone, conduct online full-class discussions, as well as tutorial

sessions to reinforce difficult topics, and offer online "office hours" to allow students to "drop in" with questions. These teachers are responsible for reviewing all student work and providing instructional feedback. The student is expected to move at a more consistent pace with her or his "class," in each subject, though there is room for flexibility. Learning coaches of high school students also communicate regularly with their student's teachers and counselor. We will provide year-long training and other opportunities for our Learning Coaches to learn and share experiences including the offerings of the K12 National Parents Network, a large selection of live and recorded sessions and events, including Learning Coach Institutes, Curriculum Support Series, Home and Life Series, Learning Coach Live, Mentor Circles, Booster Program, and Roundtable Discussions.

For "at-risk" students, we are proposing an intervention model to be included as part of a student's Individual Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a tool like Blackboard Collaborate where the student and teacher are working together at the same time, detailed use of NWEA Measure of Academic Progress (MAP), Study Island benchmark testing, instruction of study skills, and other interventions. Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated. The learning centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for learning centers such as the Boys and Girls Clubs and YMCA of Greater Waterville who have indicated their commitment to partner with MEVA (see **Tab 42**). Public facilities such as libraries may also be used if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate without diminishing instruction.

All MEVA students will receive the K12 course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.).

Each MEVA *family*, with one or more students, who meets the eligibility requirements for free and reduced price meals and who does not have a computer will be eligible to submit a request for a loaned computer and printer for the duration of their student(s)' enrollment in the school. Each MEVA *high school student* eligible for free and reduced price meals and who does not have a computer in his or her home will also be eligible to submit a request for a loaned computer and printer/fax/scanner for the duration of his/her enrollment in the school. The school will also provide families with free and reduced meal eligible students Internet access in their homes with a set monthly reimbursement amount to assist with home Internet charges. Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year. All MEVA students may also access the school's web-based curriculum via publicly available Internet such as in public libraries or schools if needed to supplement home access.

Middle School

Each middle school student will be instructed by a team including certified teachers and learning coaches or other designated responsible adults who are the students' learning coaches. A healthy working relationship between the student and the assigned teacher(s) and between the learning coach and the teacher will be essential. A certified teacher(s) will be assigned to each middle school student and will communicate with the parent through e-mail, telephone, online web meetings, and physical meetings. It is the teacher's personal responsibility to ensure the academic success of each individual student in his/her class. They engage students in the coursework and continually motivate them through weekly live interaction. They also manage the student's Individualized Learning Plan, validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas. Students learn from this feedback and then revise their efforts for future assignments. Teachers set the pace of the course through defining daily assignments and setting due dates, and support students through the use of asynchronous and synchronous methods. Each student will also have a homeroom teacher who addresses noncurricular questions.

A key part of the MEVA education program is the Individualized Learning Plan (ILP). An Individualized Learning Plan is designed for each middle school child to ensure a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. An Individualized Learning Plan will be developed for each high school student also, mapping out multi-year personalized learning strategies for each student. The ILP is designed to organize and properly sequence the high school student's course work while helping articulate the student's academic strengths and weaknesses. It includes academic objectives, specifically post-high school goals. The ILP is also the starting point for the Career Pathways program; it introduces the program as an option and allows students to identify and select a career pathway, as well aligns appropriate resources and academic guidance according to the student's chosen pathway. The development of the ILP is a collaborative team process involving all parties—the middle school student, parent, teachers, guidance counselor, and advisor.

Lesson plans will appear daily for each grade 7 and 8 student in the student's online school. This will update daily as students progress and master the content in each course. Teachers will provide both weekly synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' individualized learning plan through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

Teachers of grades 7 and 8 students will be certified teachers, living and working in Maine, MEVA will establish the school office in the Augusta, Hampden, or Orono area for the daily use and collaboration of the teachers and other school staff. Individual cubicles as well as a

conference room will be provided for a variety of purposes including teacher collaboration; teacher and administrator meetings with parents and/or learning coaches and students; special education related meetings; one-on-one data meetings between teachers and the CEO; and weekly teaching teams' meetings. These consistent meetings will continuously keep teachers and administrators current on each student's progress and will also offer teachers ongoing training on how data informs instruction. Teachers will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

High School

In the high school program, students will have one subject-specific teacher for each subject studied. The high school teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics. The teachers, trained by K12, will work together on a teaching team, and employ a cooperative team-teaching approach. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

While the middle school curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what work gets done during the week. Each week, however, there are due dates, and assignments and mandatory live, interactive online discussion sessions designed into the program to:

- Allow a class to move through material at the same time or in close proximity;
- Enable teachers to run online group activities as needed for each section of students, helping many students to overcome the same often complex obstacles at the same time;
- Free parents from detailed academic support burdens at the high school level;
- Encourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill for later in life.

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a live full-class meeting online. The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. In the MEVA program, students will participate in weekly

interactive, online teacher-monitored Class Connect sessions (through *Blackboard Collaborate*, a web-based conferencing platform) providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these frequent discussions.

Career Pathways

Students will engage in an academic program that they find relevant to their future. One of the most powerful means for achieving this objective is through career technical education (CTE). According to national statistics highlighted by the Maine Department of Education⁴, CTE programs have a profoundly positive impact on secondary education and our nation's businesses.

- **CTE works for America's jobs of tomorrow.** *Experts project 47 million job openings in the decade ending 2018. About one-third of those jobs will require an associate's degree or certificate, and nearly all will require real-world skills that can be mastered through CTE.*
- **CTE works to reduce high school drop-out rates.** *High-risk students are 8 to 10 times less likely to drop out in 11th or 12th grades if they are enrolled in a CTE program compared to general education.*
- **CTE works for post-secondary placement.** *Seventy percent of students concentrating in CTE areas stayed in post-secondary education or transferred to a four-year degree program. That compared to an overall average state target of 58 percent.*

As a result, MEVA will offer a Career Pathways Program (CPP) as part of its virtual learning model that allows students to pursue a distinct academic pathway based on the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium as adopted by the Maine Department of Education. Each pathway is designed to accommodate a student's specific career interests and capabilities.

Program Framework

The basic framework of the CPP includes the following components:

Individualized Learning Plan

The ILP discussed above in the Education Plan is the starting point for identifying and selecting a career pathway. This is where students are introduced to the CPP and enrolled in the applicable exploratory course depending on their grade level. This process is usually led by a Guidance Counselor or Advisor.

Courses

⁴ "Learning that Works for Maine," Maine Department of Education, accessed July 25, 2014, <http://www.maine.gov/doe/cte/resources/documents/handout.pdf>.

In addition to their core general education courses, students will complete a sequence of elective courses designed to provide foundational and advanced learning in the specific pathways. A course of study will be created for each available pathway in the CPP. This document will outline the course requirements and options for the student.

The various types of pathway-related courses include the following:

- *Exploratory Course*
An exploratory course provides students with a broad overview of careers, addresses the concept of employability, includes career interest surveys, and offers seminars and assemblies with guest speakers focusing on specific clusters and pathways. Students will have general exposure to the pathways in Middle School and engage in a specific Exploratory Course at the High School level.
- *Pathway Courses*
Each pathway has one or more foundation courses as well as various pathway electives. Generally, students must generally earn 3-4 units within a specific pathway to earn an endorsement.
- *Concurrent Enrollment Courses (college credit)*
In some cases, students can take concurrent enrollment courses through a post-secondary institution to fulfill a pathway course requirement. These are generally courses not available in our suite of curriculum. Eligibility for enrollment in these courses will be determined by the MEVA administration based on a student's grade level and academic performance. As a general rule, students need to be at a junior level with a minimum GPA of 3.0.

Internships

Some students will be able to pursue internships in their selected pathway. This is usually completed in their senior year through two separate courses.

- *Internship I: Preparation* is semester course in which individuals identify, secure and prepare for their specific internship.
- *Internship II: Practicum* is a semester course consisting of the student's internship experience. In some cases it may be possible for a student to partake in a virtual internship program.

Pathway Portfolio

Upon completion of a pathway, students will have a unique portfolio of course work and projects to demonstrate their achievements to future employers or as part of college applications.

Diploma Endorsement

Students who successfully complete a pathway will receive a special endorsement on their high school diploma indicating that the student has fulfilled all the requirements of the designated pathway as well as any industry certification that the student may have received.

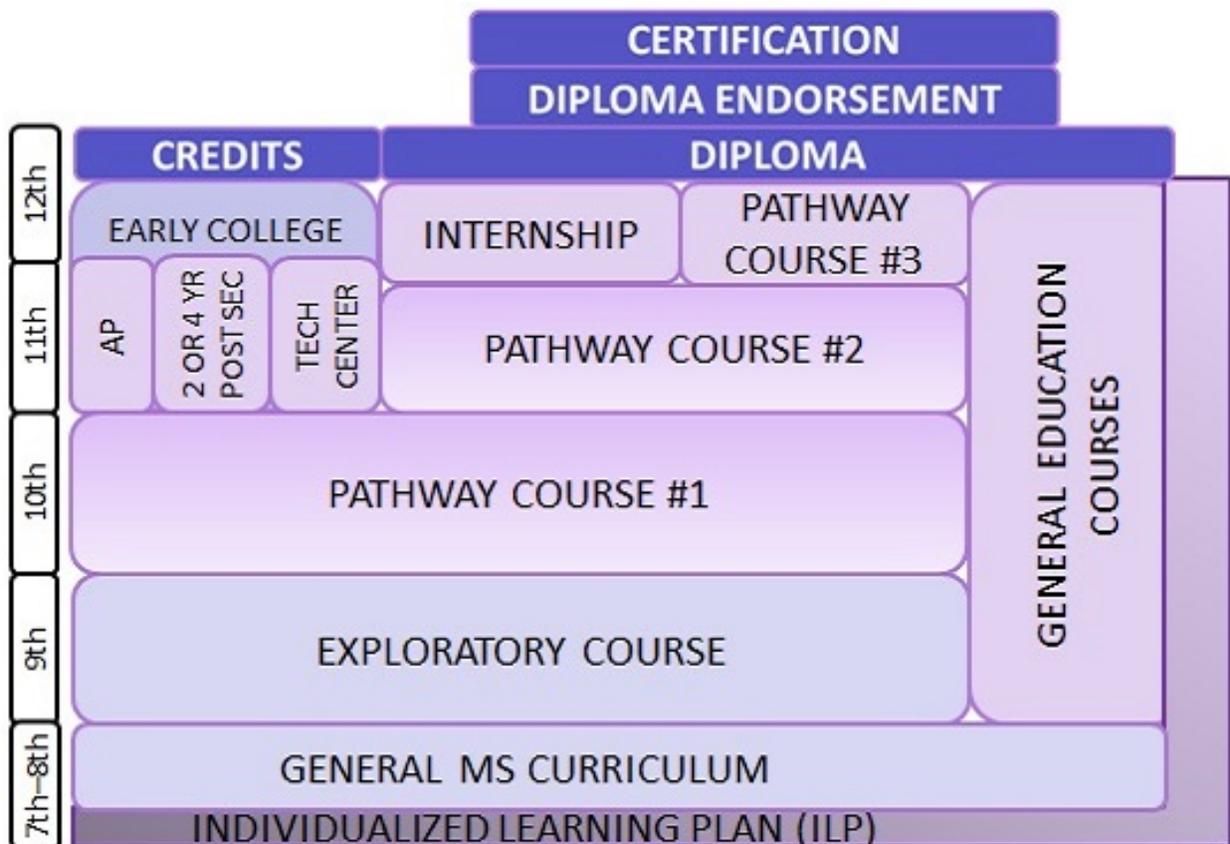
Industry Certification

There may be opportunities for students to earn industry certification through several of the pathways. For example, a student might become a Certified Manufacturing Associate through the Advanced Manufacturing pathway.

Technology Centers and Regions

In some cases students might be able to attend one of the 27 technology centers and schools around the state to complete a specific site-based program or pursue a particular industry certification offered at that center.

The following diagram illustrates the basic framework of the career pathways program at the middle school and high school level:



Pathway Variables

The number of pathways available to students and the scope of each pathway will depend on a variety of factors, including the total enrollment of the school, the location of students, and the available curriculum.

The specific pathways to be offered by MEVA will be determined by the school board and administration in conjunction with the Career Pathways Advisory Council described below. The tentative pathways include the following:

MAINE CAREER CLUSTER	CAREER PATHWAY
Business Management, Administration, Finance, Marketing, Sales and Service	Business Management Marketing Management
Health and Human Services	Health Services
Hospitality and Tourism	Restaurants and Food/Beverage Services
Science, Technology, and Mathematics (STEM) and Information Technology	Web Communication Programming & Software Development
Arts, A/V Technology & Communication	A/V Technology & Film
Architecture, Construction and Manufacturing	Advanced Manufacturing
Public Safety and Security	Law Enforcement Services

Several of these pathways align with the projected concentration and growth of Maine jobs in the next several years according to the Georgetown Center on Education and the Workforce, 2011. Based on this report, the job market in Maine will reflect the following trends by the year 2018.

- The largest career cluster will be Business Management and Administration.
- Health Science will be the fastest growing career cluster.
- 40% of the jobs will be in Business Management and Administration, Hospitality and Tourism, and Marketing, Sales and Service.
- There will be approximately 70,000 jobs requiring certification.

The other pathways are growing areas of need and interest around the region and country.

Career Pathways Advisory Council

In order to provide a CPP that is relevant to the students and businesses of Maine, MEVA will establish a Career Pathways Advisory Council (CPAC). The CPAC will be comprised of community leaders from industry, business, government and education around the state. This group will serve a complimentary role to the Board of Directors with respect to the career technical education component of the school. The primary function of the CPAC will be to provide market-based expertise, guidance and assistance around the development, structure and implementation of the CPP, especially in the area of internships and community partnerships. Tim Walton, MEVA advisor, will serve as the chairperson of the CPAC. Tim has years of experience in government affairs and is currently Director of External Affairs and Public Policy for Cianbro, a national construction services firm with Corporate Offices in Maine. Tim will contribute valuable knowledge about government programs at the state and national levels from his previous staff positions working for elected officials and candidates for elective office.

Describe the methods and systems that teachers and learning coaches will use to provide differentiated instruction to all students. (For core subjects, include sample lessons from two different grade levels that illustrate strategies for implementation of the curriculum consistent with the mission and educational philosophy.) A learning coach is the parent (or other responsible adult) working in conjunction with the teacher, who facilitates the student’s progress through daily lessons and ensures the student is following through on his or her academic program.

- **Describe the methods and systems that teachers and learning coaches will use to provide differentiated instruction to all students.**

A key part of the MEVA education program is the Individualized Learning Plan (ILP). An Individualized Learning Plan is designed for each grade 7-8 child to ensure a customized program that fits each child’s unique strengths, weaknesses, learning styles and aptitudes. An Individualized Learning Plan will be developed for each high school student also, mapping out multi-year personalized learning strategies for each student. The ILP is designed to organize and properly sequence the high school student’s course work while helping articulate the student’s academic strengths and weaknesses. It includes academic objectives, specifically post-high school goals. The development of the ILP is a collaborative team process involving all parties—the high school student, parent, teachers, guidance counselor, and advisor.

Each course includes online and offline lessons and teaching tools to serve varied learning styles. MEVA staff will use individualized, online learning approaches in their content and systems to ensure their students are provided with the tools they need to succeed in school and beyond. The exceptional, individualized K12 curriculum covers both the core subject areas and electives. Based on decades of education research, the K12 curriculum packages high-quality lessons with assessments that ensure students achieve success at each level.

The curriculum has the flexibility to be assigned based on student need. If we have any student who is significantly below grade level in math or English language arts, the academic team can determine that it is appropriate to place the student in a lower grade level course with the designated teacher providing remediation, support, and exposure to grade level standards within online class sessions. Beyond placement at the appropriate “starting point” within the curriculum is the fact that the curriculum in grades 7-8 is mastery based--repeating/reviewing previously introduced information through skills assessments and updates. For instance, new vocabulary words are introduced prior to each lesson and highlighted throughout the lesson. Assistive technology can be used when necessary to read/highlight/define unknown online print material. Audio text is also available when the team deems appropriate for the individual student.

K12 curriculum is known for its instruction using all modalities to help all learners to meet standards including Students with Exceptional Needs and English Language Learners. Embedded within the daily offerings in each subject area, students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will have access to remediation programs such as Study Island and K12’s National Math Lab synchronous math remediation course for students in grades 7 through 11 to focus on specific

strand mastery as well as NWEA Measure of Academic Progress (MAP) in grades 7-11 and Study Island to ensure mastery while progressing through the curriculum.

Students with disabilities will have access to the accommodations and modifications deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum.

With the ability to place students at their appropriate instructional level using a multisensory, mastery-based curriculum, the usage of assistive technology when necessary, support from a remedial reading program and a supplemental ELL program - students with ELL needs will thrive.

Differentiated Instruction—Teacher Interaction

Teachers will provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing (see **Tab 17** for an example of a typical middle school teacher’s weekly direct instruction schedule). The grades 7 and 8 teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students’ individualized learning plan through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

Teachers of grades 7 and 8 students will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in “real time” through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

In the high school program, students will have one subject-specific teacher for each subject studied, and these teachers will be responsible for reviewing all student work and providing instructional feedback. The teachers will work together on a teaching team, and employ a cooperative team-teaching approach. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

While the grades 7 and 8 curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what work gets done during the week. Each week, however, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:

- Allow a class to move through material at the same time or in close proximity;
- Enable teachers to run online group activities as needed for each section of students, helping many students to overcome the same often complex obstacles at the same time;
- Free parents from detailed academic support burdens at the high school level;
- Encourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill for later in life.

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program’s weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a full-class meeting online. The most successful online learning environments are those in which groups form a “community of learners” with their teacher. Students come to know each other, respect each other’s differences and contributions, and work together. In the MEVA program, students will participate in online, teacher-monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these discussions.

Differentiated Instruction—At Risk Students

Based on K¹² Virtual Schools LLC’s experience in online public schools in 33 states and the District of Columbia, we have estimate that our “at risk” school population will meet or exceed the state average and require an intervention model to be included as a part of their Individual Learning Plan. Our plan to meet the requirement to serve them is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. It is based on K12’s National Instructional Model (NIM) plus an intervention plan which adds the support of our certified teachers online and, as needed, face-to-face at local physical spaces for remediation. Student services such as guidance counseling, diagnostic achievement testing, health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs will be part of our approach.

As mentioned above, all MEVA students will take the NWEA MAP test in the fall of each school year. The scaled score will identify those students at risk for not scoring proficient on the MeCAS assessments. The MAP test is given again in the winter and spring in order to ensure that all students are making continuous growth in the school year based on scaled score gains comparisons. The NWEA MAP assessment is a key aspect of the school’s goal to measure annual value-added gains.

Following up on the MAP assessment, all students will take Study Island benchmark assessments in math and reading in order to assess each student’s mastery of Maine grade appropriate standards. Study Island is an online program aligned with the Maine standards and is an effective test mastery program. Study Island Pathways will be organized and assigned based on the Maine state standards. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the MeCAS tests. Study Island content is

available in English, mathematics, science, global studies, and U.S. History. Please refer to **Section A.4 Assessment** for more details about Study Island.

All students will complete the assigned Study Island Pathways that will assess students on all state standards. Students will earn blue ribbons to show mastery. If students do not earn a blue ribbon, building block activities will be automatically assigned as remediation. Those students who cannot earn the blue ribbons and do not demonstrate mastery will attend instructional intervention sessions specific to the deficient standard. The interventions will be targeted, synchronous, teacher-led, interactive, and web-based.

During intervention sessions, students and teachers will be online at the same time in the same online classroom—using a web conferencing platform such as Blackboard Collaborate. Teachers will provide intense targeted, live instruction on specific state standards to ensure mastery. Students will be reassessed on all state standards to ensure mastery.

- **For core subjects, include sample lessons from two different grade levels that illustrate strategies for implementation of the curriculum consistent with the mission and educational philosophy.**

The following two sample lessons are representative of our curriculum, utilizing several modalities to provide instruction for a variety of learning styles. We invite you to use the links embedded in the lesson descriptions to study each lesson yourself.

Advanced Life Science (Middle School, typically grade 7)

http://k12marketing.http.internapcdn.net/K12marketing/lessons/MHS_LFSCI04_08_Viruses/CLICK_TO_START.htm

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Students tackle such topics as ecology, microorganisms, animals, plants, cells, and genetics. They are also introduced to gene expression and other aspects of cell biology. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. This course is a combination of standard, laboratory, review and assessment lessons.

Standard lessons are 60-minute lessons, designed to deepen the student's understanding of scientific concepts. Students will learn facts about Life Science, and put their knowledge to work through short activities related to these lesson concepts.

Some lessons begin with a short online review called Foundations. This activity checks knowledge of basic concepts needed later in the lesson. Students have the chance to see how much they already know and learn about scientific concepts that may be new to them.

The online Explore portion of standard lessons is a 20-minute activity where new information is presented. In these activities, students will explore life on Earth through a rich mix of photography, sound, animation, interactive simulation, and of course, text.

Students get to put their knowledge to work in lesson activities – a combination of offline and online learning. They may perform an experiment, create models or illustrations, or study data for form their own scientific opinion.

Some lessons include an optional activity. Optional activities can take place online or offline. They are designed to help students master the material and offer unique ways for them to investigate and analyze Life Science concepts.

Laboratory lessons allow students to research and experiment to acquire knowledge of scientific topics much like the experts do. Each 90-minute lab lesson usually follows a set of other lessons in a unit, so students can apply the facts they have learned to their lab work.

Lab activities help students to get scientific experience. Activities may involve investigations, such as dissecting a clam to observe its parts, how those parts interact with their environment, and to compare the clam form and function with that of other animals. Or students may read about a scientist in the field and be asked to do an activity related to scientist’s area of expertise.

A Unit Review lesson follows each lab lesson. This review lesson ties together all of the Life Science concepts students have learned throughout the unit, helps students to consider them again, and prepares students for the Unit Assessment in a fun, yet comprehensive way.

Students can look forward to creative activities to help them review the material in each unit. Typical review activities include anything from games and puzzles, to reading stories and performing analysis. These activities are especially designed to get students ready for the assessment.

The Student Guide and Activity Sheets are printable, complementary materials for students to use with lesson activities. They may guide students and an adult in completing an activity, lab, or an assessment.

Located in the Student Guide and Activity Sheets are important sections on Materials and Safety. Here students will find what materials to gather for experiments and activities, as well as information on how to keep their Life Science learning experience safe.

Students will take an assessment at the end of most lessons, at the end of each unit, and at the close of each semester. These assessments are a chance for students to demonstrate what they have learned, and identify areas for further growth.

Geometry (High School) Unit 1, Lesson 2 Polygons and Symmetry Lesson

Go to this link (copy the full link):

http://v7.k12.com/sample_lessons/02-23-10/HS/Math/geometry-polygons-and-symmetry/CLICK_TO_START.html

Polygons and Symmetry is a high school Geometry lesson where students learn to draw figures using reflection and rotation symmetry. This is one component of a solid Geometry course that builds on ideas of inductive and deductive reasoning, logic, concepts, and techniques of solid geometry. Students develop deeper understandings of mathematical structure, method, and

applications of solid geometry. Students use visualizations, spatial reasoning, and geometric modeling to solve problems.

The inherent instructional design of the course reflects the mission of the Maine Virtual Academy. These design principles include real life images that help students relate abstract math concepts to the real world; “Groundwork” activities up front to provide review and practice of prior knowledge before beginning with new learning; clean, easy to use design with age-appropriate language and illustrations; chunking of new information for the right amount of cognitive load; purposeful online interactions and activities; a mix of off line activities with online activities so students are not on the computer for the full lesson time; books and other materials to supplement the learning; and built-in assessments to measure student mastery and accountability.

In keeping with the mission of MEVA, students are taught that desired end products require carefully applied processes. The lesson teaches students using defined, interactive steps to transform figures into a new desired image. When students enter MEVA, we will apply our mission to help each one transform into a high achieving, well-rounded member of the community, capable of teamwork and continued academic growth. Students are shown how to visualize what the end result will look like, and then they are shown various strategies to get to the end goal of transforming images. Students use self-check to monitor progress as each step is completed to help ensure success. The content of the program meets the highest quality and standards of MEVA.

- **Describe the methods and systems that teachers will use to provide differentiated instruction to all students.**

This question appears to be a duplicate of the question above.

- **For core subjects, include sample lessons from two different grade levels that illustrate strategies for implementation of the curriculum consistent with the mission and educational philosophy.**

This question appears to be a duplicate of the question above.

Explain how teachers will engage with each student in weekly live (synchronous), interactive contact and provide evidence of such contact.

Weekly Synchronous Interactive Contact

Middle school grade teachers will provide weekly synchronous instruction in all content areas and, as needed, asynchronous instruction and support to all students and their learning coaches by phone, email, and web conferencing. The teacher will provide direct synchronous instruction based on the students’ Individualized Learning Plan through *Blackboard Collaborate*, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow

students. Teachers will manage the student's Individualized Learning Plan, validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas. The teacher will lead academic conferences with the learning coach but will also be available to answer questions the student and/or learning coach have as they progress through the lessons.

High School students will attend weekly synchronous instruction in all core content areas. The high school teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics.

The teacher will also provide direct instruction based on the students' Individualized Learning Plan through *Blackboard Collaborate*, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on *Blackboard Collaborate*, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students. The teacher will manage the student's Individualized Learning Plan, monitor progress, and focus on each student's individual problem areas.

Learning Management Tools and Student Information Systems

Students, parents, teachers, administrators and the Board may continuously measure and receive reports on student synchronous and asynchronous attendance, progress, and achievement gains during the school year using the school's learning management and student information systems. Using these systems, the school will deliver the curriculum to its students and permit teachers and parents to see, at every moment, how the student is progressing. These systems provide each student with an individualized learning experience. The school will be using the following management tools which are components of the education program that K12 will provide to the school:

Learning Management System (LMS)

The LMS is an intuitive, web-based software platform. It provides access to more than 22,000 online lessons and courses; lesson/unit/term assessments; hands-on activities; alternative learning approaches; classroom collaboration tools; and optional and supplemental lessons and activities, as well as lesson planning and scheduling tools and progress tracking tools. Students, parents and teachers can access the LMS with an Internet connection at any time.

While K12's current LMS offers a suite of tools that enable teachers, academic administrators, and learning coaches to create outstanding learning experiences to help students reach their potential both academically and personally, it should be noted that K12, in partnership with vendor Design to Learn (D2L) is developing a new LMS platform for high school students. The plan is to begin migration to the new platform in the fall of 2015. Among the benefits of the new platform are:

- more robust functionality and a superior user experience;

- richer experience across mobile devices;
- standards-compliant accessibility for all students including students with disabilities; and
- ease of integration with other content providers and vendors.

Lesson Planning and Scheduling Tools

The K12 lesson planning and scheduling tools enable 7-12 grade teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a grade 7 or 8 grade student progresses through each lesson and course, allowing flexibility to increase or decrease the pace the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. Changes can be made to the schedule at any point and the remainder of the student’s schedule will automatically adjust. For grades 9-12 students, teachers use these tools to establish assignment dates. They are designed to provide student and parent visibility into upcoming assignments and course progress.

SCI303B: Chemistry
 Course Start Date: 01/02/2012
 Primary Teacher:

ATTENDANCE	PROGRESS	ACTIVITY
Last Thirty Days: 25 Hours 0 minutes Year To Date: 38 Hours 50 minutes	Course Avg. To Date: 90.57% Points Earned: 480 Possible Points To Date: 530 Final Letter Grade: NA	Last Login (K ¹²): 02/17/2012 Last Login (LMS): 02/16/2012 Total Time Spent: 2883.0

ASSIGNMENTS

To Do Overdue Submitted Graded

Assignment Name	Due Date	Submit Date	Graded Date	Possible Points	Points Earned
1.11 Quiz		01/18/2012	01/23/2012	5.0	5.0
Solution Formation Lab		02/01/2012	02/08/2012	20.0	20.0
Review Sheet	01/30/2012	01/13/2012	01/13/2012	5.0	5.0
1.04 Quiz		01/09/2012	01/17/2012	5.0	5.0
1.14 Quiz		01/20/2012	01/23/2012	5.0	4.0
Syllabus Extra Credit			01/09/2012	5.0	5.0
Review Sheet	01/30/2012	01/13/2012	01/13/2012	5.0	5.0
Journal			02/08/2012	40.0	20.0
Journal			02/08/2012	40.0	20.0
1.02 Quiz	01/09/2012	01/06/2012	01/17/2012	5.0	5.0
1.05 Quiz	01/16/2012	01/10/2012	01/17/2012	5.0	4.0
1.03 Quiz	01/16/2012	01/09/2012	01/17/2012	5.0	5.0
1.09 Mid-Unit Test: Part 1	01/16/2012	01/14/2012	01/17/2012	60.0	57.0
1.09 Mid-Unit Test: Part 2	01/16/2012	01/14/2012	01/17/2012	30.0	30.0
Gas Laws Lab	01/16/2012	01/14/2012	01/24/2012	20.0	20.0

Progress Tracking Tools

Once a master schedule has been established for 7-8 grade students, the LMS delivers lessons based upon the schedule. Each day, a student is initially directed to a screen listing the syllabus for that day and selects one of the listed lessons. As each lesson is completed, the student returns to the day’s syllabus to proceed to the next subject. If a student does not complete a lesson during the session, the lesson will be rescheduled to the next day resuming at the point where the student left off. The progress tracking tool allows students, parents and teachers to monitor student progress. In addition, information collected by the progress tracking tool regarding student performance, attendance and other data is transferred to the management system for use in providing administrative support services.

Core lessons only are included KEY: ■ COMPLETED ■ NOT MASTERED ■ SKIPPED ■ NOT COMPLETED

Math

GA Math 7 Projected End Date: --
 65% 35% 100% Total Lessons

Language Arts

Summary: Intermediate Language Skills B Projected End Date: --
 64% 36% 100% Total Lessons for Course

Intermediate Language Skills B | Composition
 74% 26% 100% Total Lessons

Intermediate Language Skills B | GUM
 58% 42% 100% Total Lessons

Intermediate Language Skills B | Vocabulary
 62% 38% 100% Total Lessons

Intermediate Literature B Projected End Date: --
 65% 35% 100% Total Lessons

Introduction To Online Learning (6-8) Projected End Date: --
 100% 0% 100% Total Lessons

Science

Life Science Projected End Date: --
 67% 33% 100% Total Lessons

Change progress view options:
 Calculate projected end dates
 Show hidden courses
 Show number of lessons
 Update

Quick Links

- ★ See Student Snapshot
- ★ Student Contact Info
- ★ Send K-Mail to LC Only
- ★ Send K-Mail to Student
- ★ Add Note
- ★ Add Flag
- ★ Modify Expected Settings
- ★ Record Grades
- ★ See My Notes Regarding Student
- ★ Manage Student's Schedule
- ★ Manage Student's Attendance
- ★ Class Connect Sessions

Once a master course schedule has been established by a high school teacher in the LMS, content units and assignments are delivered to students based upon the schedule. Each day, a student is initially directed to a screen listing the upcoming assignments for the course, as well as specific teacher-created announcements that assist in guiding the student's activities for the day and/or week. As each lesson is completed, the student returns to the day's assignment list to proceed to the next activity. The progress tracking tools allow students, parents and teachers to monitor student progress in each course. Below is a screen shot of one of the progress screens from a student view.

Active: 25442 10th Grade, FT, Regular Ed., Family ID: Coach

Download As Excel

Select: All None

Code	Course	Start Date	YTD Attendance	(K-8) Progress % (15) Average	Report Card: GradeMark	Report Card: Comment
ENG-403BV1-K	ENG403B: British and World Literature 216960	01/02/2012	35 Hours 0 minutes	116.43%		
HST-303BV1-K	HST303B: U.S. History 217382	01/02/2012	34 Hours 50 minutes	98.02%		
MTH-303BV1-K	MTH303B: Algebra II 217157	01/02/2012	26 Hours 20 minutes	98.68%		
ORV-209V1-K	ORV200: Finding Your Path II 170930	06/03/2011	22 Hours 20 minutes	100.00%		
SCI-303BV1-K	SCI303B: Chemistry 217692	01/02/2012	38 Hours 50 minutes	90.57%		
TCH-018V1-G	TCH018: 3D Art II - Animation 217476	01/02/2012	32 Hours 30 minutes	115.77%		

Below are two views teachers have for monitoring students.

Welcome, My Account | New Log In | Log Out

Home My School Curriculum K-Mail Community Help

Work Phone: N/A Home Phone: N/A Teacher Last Login: 01/20/11 (0 days)

ALERTS This is pre-calculated data.

- 27 Students with Missing Attendance [See List](#)
- 76 Progress Alerts in Homeroom [See List](#)
- 46 Students with Contact Alerts [See List](#)
- 4 Students with Login Alerts [See List](#)
- 7 Students with Flags (Teacher Set) [See List](#)
- 7 Special Programs Students [See List](#)

CLASSROOMS STI Students: 0 Total Number of Students: 61

Name	Type	Primary Teacher Name	# of Students	School Name
's Kindergarten	Homeroom		61	ARVA

Quick Links

- * K-Mail Teacher
- * TotalView School

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Course Home

Syllabus
Calendar
Teacher Contact
Information
Participation
ClassConnect
Academic Integrity
Grading Information
Course Feedback
Course Help
Problems & Solutions and A Lab Guide

Unit 1
Unit 2
Unit 3
Unit 4
Unit 5
Unit 6
Unit 7

View Gradebook | User Activity | Setup Gradebook

« back

My Gradebook:

Grade To Date: 480/530 (90.57%)

View Gradebook By: Unit | Item

Assignment	Grade	Earned to Date	Possible for Course
Unit 1: States of Matter - Journal	80/80	80 pts.	80 pts.
Unit 1: States of Matter - Syllabus Extra Credit	5/5	5 pts. Extra Credit	5 pts. Extra Credit
Unit 1: States of Matter - 1.02 Quiz	5/5	5 pts.	5 pts.
Unit 1: States of Matter - 1.03 Quiz	5/5	5 pts.	5 pts.
Unit 1: States of Matter - 1.04 Quiz	5/5	5 pts.	5 pts.
Unit 1: States of Matter - 1.05 Quiz	4/5	4 pts.	5 pts.
Unit 1: States of Matter - Gas Laws Lab	20/20	20 pts.	20 pts.
Unit 1: States of Matter - Review Sheet	5/5	5 pts. Extra Credit	5 pts. Extra Credit
Unit 1: States of Matter - 1.09 Mid-Unit Test: Part 1	57/60	57 pts.	60 pts.
Unit 1: States of Matter - 1.09 Mid-Unit Test: Part 2	30/30	30 pts.	30 pts.
Unit 1: States of Matter - 1.10 Quiz	4/5	4 pts.	5 pts.
Unit 1: States of Matter - 1.11 Quiz	5/5	5 pts.	5 pts.
Unit 1: States of Matter - 1.12 Quiz	4/5	4 pts.	5 pts.
Unit 1: States of Matter - 1.13 Quiz	2/5	2 pts.	5 pts.
Unit 1: States of Matter - 1.14 Quiz	4/5	4 pts.	5 pts.
Unit 1: States of Matter - 1.15 Quiz	5/5	5 pts.	5 pts.

Student Administration Management System (SAMS)

SAMS, the master digital database, captures raw student data, stores it, organizes it, and integrates with other systems. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. TotalView School and MyInfo are two sides of SAMS. They are applications for administrators, teachers, parents, and students to use that display the information stored in the SAMS database. TotalView School serves the school—teachers, administrators, and other staff—by providing a secure, internal communications tool, an overview of their students’ current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. Parents and students use MyInfo as a secure communications tool to track students’ course progress, grades, and attendance history, and to check the status of course material shipments.

Describe the school’s plan to incorporate in-person social interaction among students and school staff.

MEVA will provide its students and staff with many opportunities for in-person social interaction. Teachers, parents, and administrators will strive to engage students in constructive activities that will educate the whole student. For example, MEVA will offer field trip opportunities throughout the state. Some possible field trips include: Maine State Aquarium, Maine State Museum, Portland Museum of Art, Mt Katahdin, Maine Hudson Trails, Norland Living History Center, Camp Kieve, and Pittston Farm. There will be frequent opportunities for interaction with school staff and with fellow MEVA students in special interest clubs, community-based service projects, leadership training, and field trips. Student extracurricular activities are a key resource and service MEVA provides to meet the social and emotional needs of its students and to foster social interaction between students and staff. These activities

will focus on developing a strong sense of “community” among our students and staff. We plan to reach out to various organizations to provide community service or other service learning opportunities to students. Students will be encouraged to work with school staff, with others in their community, with their family, and with other students to address social issues like poverty, inequity, and injustice. These offerings should also be extremely helpful for our high school students who are working to obtain the required 30 community service learning hours required by the school for graduation. We also plan to offer a school council, a community service club, and a number of additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.). Students are encouraged to ask their teachers to sponsor a student club and to seek school staff advice in setting up or running student clubs. Please see Student Opportunities in **Section A.5** for a detailed description of student opportunities and extracurricular activities.

The development of a school community is a top priority of the MEVA governing board. At the simplest level, students, teachers, staff, and parents interact face-to-face at outings and other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases. Each K12 sponsored school also has its own virtual subcommunity within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings. Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated.

Provide evidence that the proposed educational program has a sound base in research, theory and/or experience and has been or is likely to be rigorous, engaging and effective for the anticipated student population.

K12 provides a curriculum which is based on more than fifty years of cognitive science research in the following areas:

- how students learn;
- the structure of expert knowledge in that school subject areas;
- general instructional design principles, including research-based e-learning methods; and
- methods for teaching specific topics and addressing possible misconceptions on those topics.

To insure that they draw on methods shown by scientific research to be effective in improving learning, K12 has dedicated an Evaluation and Research team to review and synthesize cognitive science research and work with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K12 curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curricula.

Research on How Students Learn

Research has consistently shown that the most effective instruction is based on what is known about how students learn and how subject area knowledge develops. K12 uses research on learning that encompasses all major categories of research described in recent summaries by the National Research Council and major professional research and practice groups (e.g., the American Psychological Association, the National Reading Panel, the National Math Panel, the American Educational Research Association), as well as hundreds of papers, books, and articles by cognitive science researchers.

The National Research Council (2005) has organized two volumes of research on learning around three fundamental principles which K12 has taken as organizing principles for curriculum development:

- Instruction must engage students' prior knowledge, because "new understandings are constructed on a foundation of existing understandings and experiences" (p. 4). This means it is important to assess what prior knowledge students have and either build on that knowledge or remediate as necessary before introducing new content. Further, it has been found that many students have serious misconceptions or partial understandings, particularly in science and math that must be addressed during instruction. Consistent with these and other widely-replicated research findings, K12 has adapted a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). Misconceptions are addressed through subject-specific methods.
- Both factual knowledge and conceptual understanding are necessary to support the kind of learning that provides a foundation for future learning and competence in novel situations: "knowledge of facts and knowledge of important organizing ideas are mutually supportive" (p. 7) and both must be taught effectively. To address this challenge, K12 has developed frameworks for organizing curricula around the "big ideas" in a subject area and for teaching for the integration of conceptual understanding and factual knowledge across the curriculum.
- Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students' awareness of and ability to evaluate their own learning, K12 incorporates research-tested supports for metacognitive thinking into its courses and has also developed an academic skill course that explicitly teaches metacognitive skills. Some of the metacognitive strategies they use include:
 - Frequent assessments (usually at the end of each lesson, unit, and semester, and sometimes within or at the beginning of lessons) and self-assessments (Thorndike, 1913; Chi, 2009, Ericsson et al., 2003).
 - Modeling of self-monitoring behaviors (Palincsar & Brown, 1984).
 - Comprehension questions before, during, and after instruction (National Reading Panel, 2000; Paris & Stahl, 2005).

- Prompts to think about whether one understands an explanation or is making progress in solving a problem (Whimbey & Whimbey, 1975).
- Self-explanations (Trying to explain a concept or how to solve a problem improves learning even if the explanation is not graded [Aleven & Koedinger, 2002; Chi, 2009]).
- Strategies for remembering information, which younger and lower achieving students need to be taught (Keeney et al., 1967).

Research on the Structure of Expert Knowledge

One of the most important theories in cognitive science is also one of the least applied in education. This is the theory that expert knowledge is organized around big ideas. Memory and classification studies have repeatedly shown that human memory is not best conceived as a storehouse of a large number of discrete pieces of information unconnected to each other (Bransford, Brown & Cocking, 1999) but as an organized structure of interrelated pieces of information. Extensive research on differences between the knowledge of experts and novices in many different fields has further shown that the long-term memory of someone who has mastered a subject area appears to be highly organized around a relatively small number of core principles (Bransford, Brown & Cocking, 1999; Bereiter & Scardamalia, 1986; Hiebert & Carpenter, 1999; Glaser & Chi, 1988; Niemi, 1996). For someone who has advanced knowledge in a domain, every element of that knowledge is connected to other elements in a highly organized structure, with the core principles, or “big ideas”, dominating and organizing the others.

Unfortunately, curricula and instruction do not always reflect what is known about subject area knowledge and how it develops. Too often, students are taught in a way that leads them to believe that learning means acquiring a huge number of unrelated and essentially meaningless facts and skills. K12, however, has worked with subject area experts including mathematicians, scientists, historians, writers, and others, to identify big ideas and map the relationships among big ideas, facts and skills in each subject area. These analyses are used to organize curriculum development and to help students to see the “big picture” reflecting all the connections among different kinds of knowledge in a subject area. Big ideas are highlighted and explicitly taught using a variety of research-proven methods (e.g., Chi., 2009; Clark, 1998; Mayer, 2008; Merrill, 2000, 2008):

- Clearly state, explain, and exemplify the idea through illustrations, objects, situations, simulations, etc.
- Give students opportunities to demonstrate their understanding of the big idea in a variety of situations.
- Give examples and non-examples; show when the idea applies and when it doesn't.
- Show how to use the idea to understand and explain phenomena (e.g., how can counting be used to solve addition and subtraction problems; how can the multiplicative identify be used to find equivalent fractions).
- Demonstrate how the idea can be used to solve problems and justify solution procedures.
- Show how other ideas, facts and skills connect to the big idea. Show “concepts maps of the structure of knowledge as it develops and enable students to modify these maps or build their own.

Research on General Instructional Principles

For both online and offline instructional activities K12 draws on empirically-tested general principles of instruction, including multimedia design principles. Evaluation and Research and Instructional Design staff have created summaries of these principles and course development teams are trained on the principles and how to apply them before and during course production (as discussed in a later section).

Their research on general strategies is organized by types of knowledge, since different strategies are required to teach different types of knowledge. Major categories of knowledge, which they have derived from the work of numerous cognitive science researchers, include the following: conceptual understanding, memorized facts and skills, problem solving strategies, and metacognition. They also use empirically-validated techniques to build student motivation to learn.

To teach for conceptual understanding, they use the methods described above for teaching big ideas. Several research-based strategies are implemented to help students overcome misconceptions related to big ideas (e.g., Klahr, 2000; Minstrell & Kraus, 2005; White, 1994; Vosniadou et al., 2001; White & Frederickson, 1998):

- Introduce known examples and bridging analogies.
- Create cognitive conflict, e.g., students predict what will happen in a situation, then see that the prediction is wrong. Then show students how to resolve this conflict.
- Present analogies and visual models.
- Use computer-based microworlds.

Since many different researchers (e.g., Clark, Mayer, Sweller) have demonstrated that worked examples are the best way to show students how to solve problems, they have made extensive use of worked examples to teach problem solving across grade levels and curricula. The basic components of a worked example are: (1) a problem, (2) an expert solution with each step shown, and (3) an explanation for each step. For more complex problems, they apply a research-inspired scaffolding approach: students review examples of expert problem solving, then try to solve partially worked examples, working up gradually to solving whole problems. Following the worked examples, students practice solving problems, moving from accuracy to speed (if necessary) and automaticity (in some cases).

Strategies for improving metacognition are described at the end of the section on How Students Learn above. Their strategies for building motivation draw on the finding that the real motivation for learners is learning and that the ability to demonstrate improvement in a skill provides motivation (Merrill, 2006). Since learners of all ages are more motivated when they can see the usefulness of what they are learning (Cognition and Technology Group at Vanderbilt, 1998; McCombs, 1996; Pintrich and Schunck, 1996), they also reinforce throughout their curricula how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

Research on Teaching Specific Topics and Addressing Possible Misconceptions

In addition to synthesizing research on learning and instruction that applies across subject areas, the Evaluation and Research team (or in some cases content specialists) puts together summaries of research on teaching strategies and misconceptions related to specific instructional objectives or topics, such as “Demonstrate that addition and subtraction are inverse operations” or “Identify the theme of a story.” Some examples of this type of research for different subject areas are given below.

In addition to demonstrating its alignment to the Maine Learning Results, the Common Core State Standards, and the Next Generation Science Standards, the K12 curriculum is aligned to the mission and philosophy of MEVA to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning based on:

- Careful work built on educational research to identify the "Big Ideas" of a subject area as well as the concepts that are stumbling blocks for many students
- Clear layout of the objectives to be mastered in each lesson, unit, and semester, crafted from educational research, the best state and national standards, and deep content expertise
- Easy-to-navigate online content, including summaries and reviews, with more time and effort spent on the hardest, most important topics and skills
- Engaging, interactive, media-rich content to illustrate and explain the toughest concepts in ways no static page (print or Web) could ever match
- Beautiful, printed and other hands-on materials complementing the online courses (in most cases actually built for the online course) so that the images, phrases, and organization of these references clearly reinforce the key concepts, explanations, and work done throughout the course
- Terrific offline experiences with labs, books, and writing designed to give sufficient practice in key skills that students must master, as well as challenging problems and assignments to develop each student's ability to apply what they've learned in new circumstances
- Clear assessment tools to measure mastery of lesson objectives, using both online and off-line tasks to carefully probe mastery

For any given lesson, the curriculum development team at K12 creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich K12 experience that is unlike any other.

K12 utilizes every medium and opportunity to advance students' learning by using a comprehensive, diverse, and innovative selection of materials, including books, protractors, seeds, clay—virtually any object that can aid the teaching process. K12 materials are intrinsically tied to the curricula because they are selected by the same experts and developers who design, write, and build the courses.

Offline Materials

K12 books match and often surpass materials available from commercial publishers because K12 books are customized for their courses by grade level and subject area. All materials are rigorously studied, tested, and adapted for ease of use by students.

Mature students with more-developed cognitive skills require fewer offline materials—a norm found in all educational settings. K12 materials include major literary works, relevant historical textbooks, appropriate lab items, and other carefully selected tools to reflect the typical high school experience. Offline materials are designed and selected to be deeply tied to and fully supplement the online curriculum. Examples of offline materials include science laboratory and reference guides; materials for lab experiments; math reference guides and problem sets as well as compasses, protractors, and rulers; history textbooks; literature anthologies and novels; and music recordings and textbooks.

K12 has won numerous awards in recognition of their web-based curriculum, innovative program, and leadership in the field of online and blended learning. While K12 is well-known for the quality of their online learning curriculum, they have also received recognition for the quality of their offline materials as well by the Association of Education Publishers (AEP).(<http://www.k12.com/what-is-k12/kudos-honors>)

- Association of Education Publishers (AEP) Distinguished Achievement Award
- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* curriculum (textbook component of online curriculum)
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award (DAA) in the Reading and Language Arts category for Kindergarten Language Arts curriculum(textbook component of online curriculum)
- Finalist, 2010 AEP DAA: *Algebra II: A Reference Guide and Problem Sets (Grades 9-12)*
- Winner, 2009 AEP, 2009: *Algebra I: A Reference Guide and Problem Sets (Grades 9-12)*
- Winner, 2007 AEP DAA: *Earth Science: A Reference Guide*
- Finalist, 2006 AEP DAA: *The Human Odyssey* (Middle School History)
- Finalist, 2006 AEP DAA: K12 Grade 4 Art

Interactive Activities

K12 uses a variety of user-tested, educationally sound multimedia throughout each curriculum to teach and apply content, and to assess knowledge. The foundation and use of multimedia is based on several factors:

- Offer a consistent, informative, and rewarding learning experience
- Impart the right level of detail and a balanced age-appropriate cognitive load
- Engage students to provide valuable learning opportunities and encourage reflective thinking.

Several types of multimedia are used in the K12 curricula:

- Audio: maximize the learner's ability to process information without being overwhelmed by visuals
- Photographs/illustrations: help represent, organize, and interpret the content
- Animations/interactive activities: used to segment content, personalize learning, promote interaction, and show relationships
- Videos: used as concrete modeling of behavioral learning objectives

Examples of interactive activities include:

- Many K12 science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs; and
- K12 offers digital world language courses through their Middlebury Interactive Languages joint venture. This venture offers immersive language courses for grade 7-12 students based on Middlebury College's pedagogy to help students gain a stronger base of comprehension and accelerate language acquisition. The age-appropriate language courses, which are implemented fully online, use instructional tools such as animation, music, videos and other authentic materials to immerse students in the language and culture of study. Chinese, French, German, Latin and Spanish courses for middle and high school students are available, and additional courses are in development.

K12 has won numerous awards in recognition of their web-based curriculum, innovative program, and leadership in the field of online and blended learning including:

- Winner, 2014 Parents' Choice Award for embarK¹² interactive multimedia online activities for preK learners
- Winner, 2014 Parents' Choice Award for Noodleverse, an interactive web portal for K-3 learners
- Winner, 2013 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Language Arts Orange, a Grade 2 comprehensive program
- Winner, 2013 Reader's Choice Award by District Administration magazine: Aventa Learning by K12
- Winner, 2013 Parents' Choice Approved Award for websites: embarK¹²
- Winner, Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category: embarK¹²
- Finalist, Association of Educational Publishers (AEP) Golden Lamp Award in the Whole Curriculum Program category: embarK¹²
- Finalist, EdTech Digest Cool Tool Award in the eLearning Solutions category: embarK¹²
- Winner, 2012-2013 eSchool News Readers' Choice Award for powerspeak¹² world language programs, now part of Middlebury Interactive Languages, a joint venture between K12 and Middlebury College

- Winner, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Whole Curriculum Program category for Mathematics. *Fundamentals of Geometry and Algebra* program (online and offline)
- Finalist, 2012 CODiE Award for Best Instructional Solution: Middlebury Interactive Languages
- Finalist, 2012 EdTech Digest Digital Textbook Award for *World History: Our Human Story*
- Finalist, 2012 Association of Educational Publishers (AEP) Distinguished Achievement Award in the Reading and Language Arts category for Kindergarten Language Arts program (online and offline)
- Winner, 2011 Readers' Choice Award by *District Administration* magazine: Online Education Curriculum
- Finalist, 2011 Association of Education Publishers (AEP) Golden Lamp Award: Math+ Program
- Finalist, 2011 AEP Distinguished Achievement Awards
 - Science: Environmental Science course
 - Science: Virtual Labs/Biology
 - Technology: Timed Reading Practice
 - Math: Math+ Program
- Finalist, 2011 The Software Information Industry Association, CODiE™ Awards
 - Best Mathematics Instructional Solution: Math+
 - Best Public Virtual School Solution for Students to K12 Inc.
- Winner, 2010 United States Distance Learning Association (USDLA) 21st Century Best Practices Award to K12 Inc.
- Bronze Award Winner, 2010 USDLA Best Practices in Distance Learning Programming: *K12 Inc. Honors Earth Science Program*
- Winner, 2009 AEP Distinguished Achievement Award, High School *Algebra* textbook
 - Ohio Virtual Academy and Pennsylvania Virtual Charter School, Parent's Choice Winners in GreatSchools.net/*Business Week* January, 2009 School Rankings (Both statewide online public schools use the K¹² curriculum.)
- Co-Recipient with Florida Virtual Academy, 2007 ITFlorida Government Technology Leadership Award
- ComputED's Education Software Review Award for Innovation, 2007 Winner: *K¹² Online School (Learning Management System)*

Co-curricular and extracurricular programs add value and skills to students' lives and enrich the learning experience. Explain any opportunities for enrichment activities that are included in the application. MRS 20A § 2415 2.

Co-Curricular and Extracurricular Programs

Our extracurricular activities will focus on developing a strong sense of “community” among our students. We plan to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.).

MEVA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and

calls. Students will be encouraged to form and seek teacher sponsorship of clubs. This process will engage and empower our students and will determine the exact extracurricular programs the school plans to offer. Establishing a sense of school community is a high priority of Maine Virtual Academy and is an important part of a successful virtual school in just the same way as in a traditional school.

In addition, unlike most other schools, MEVA students will be able to connect with other students around the world in robust online extracurricular programs via K12 student clubs. These clubs for students in Grades 7 to 12 include, for example, Brain Teasers, Culinary, Creative Writing, Debate, Living Green, International Travel, Health and Fitness, Music, Mathematical Mysteries, Photography, Sports, and Yoga.

MEVA will list clubs and activities, and host a web-based “Meet the Clubs and Activities” night that leads to greater student awareness and participation of the school’s offerings. Each interest or activity group develops a presentation for Class Connect. Information about student clubs will be available on the school website as well as this K12 website: <http://www.k12start.com/>.

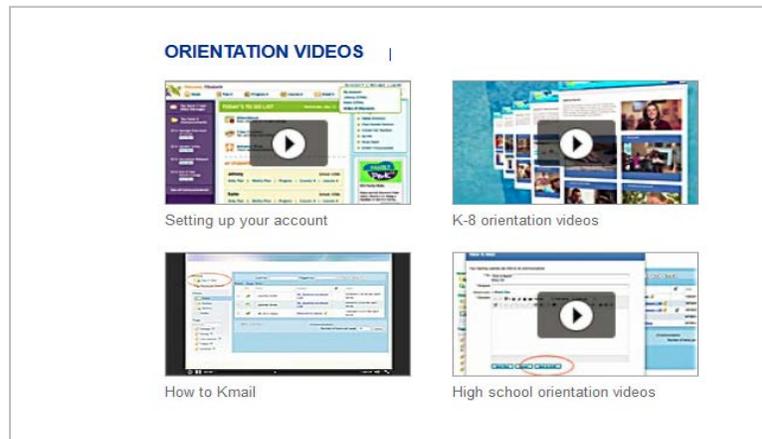
The MEVA administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning. MEVA will also be eligible for state-sponsored or school administrative unit-sponsored interscholastic leagues, competitions, awards, scholarships and recognition programs for students, educators, administrators and schools to the same extent as noncharter public schools (PL 414 LD 1553). Our students will be eligible to participate in extracurricular activities not offered by MEVA at the noncharter public school within the attendance boundaries of which the student’s custodial parent or legal guardian resides or the noncharter public school from which the student withdrew for the purpose of attending MEVA. MEVA students will be eligible for extracurricular activities at a noncharter public school subject to the same eligibility standards applied to full-time students of the noncharter public school. Public charter school students shall pay the same fees as other students to participate in extracurricular or cocurricular activities. For each MEVA student who participates in an extracurricular or cocurricular activity at a noncharter public school, MEVA will pay a reasonable share of the noncharter public school’s costs for the activity, as determined through negotiations between the schools. We have included these expenses in our projected budget in **Tab 32**. If the noncharter public school requires their students to pay their own fee to participate in a particular co-curricular or extracurricular activity, MEVA students will be responsible for paying their own fee to the noncharter public school as well.

Discuss how curriculum and instructional needs are reflected in plans for professional development for teachers and learning coaches.

Professional Development for Learning Coaches

Once enrolled, students and their families will receive access to Strong Start, a multi-dimensional program focused on new families that ensures a successful start to the school year through access to resources, knowledge and support that will assist in transitioning to a virtual learning environment (see **Tab 44**):

- A MEVA-specific Strong Start website that will blend national and local school content to provide access to school-specific FAQs, upcoming events and an extensive library of orientation videos.



- Four emails and a school-specific direct mail, each providing content and resources for MEVA families to:
 - Engage with the national and local school community through virtual and in-person programming
 - Review and access onboarding tools, including a “Getting Started Checklist”
 - Learn about the numerous layers of support available to assist families throughout the orientation process
 - K¹²-run national contests for students to showcase their individual talents through Poetry and Art contests, Spelling Bees and a Music Showcase
- Summer Programming and Support for Parents that includes:
 - Live, virtual workshops on topics that include Creating a working schedule, Using Blackboard Collaborate, Understanding the Role of the High School parent, Using the Online School, middles to high school transition, NWEA and Study Island, and grade band-specific panels
 - Parent-2-Parent Lifelines that provide daily drop-in sessions by parents for parents
 - Over 20 Quick Tip self-serve videos on topics that include Creating Great School Spaces, All About the Individualized Learning Plan, The Role of the Learning Coach, Schooling at Home with a Preschooler in Tow, Home Learning and the Large Family, etc.
 - Open discussion opportunities on many of the above topics
 - Access to a library of recordings that include all of the virtual sessions outlined above
- Summer Programming and Support for Students that includes:
 - Discovery Camps for grades 6-12 and 9-12 that provide a fun and educational activity to get students engaged over the summer

- Summer “Fun” Courses that provide access to lessons in the OLS as a means for students to become more familiar with the instructional platform
- Materials Box Inserts that provide guidance on OLS access/set-up, using/storing/tracking materials, etc.

Families of middle school students will begin the school year with “Welcome to Online Learning” courses targeted to grades 7 and 8. The courses provide an overview of each curriculum area so students and Learning Coaches can familiarize themselves with the philosophy behind the curriculum methodology and overall course organization. The lessons are interactive and include actual animations or graphics that are used in the courses themselves. By the end of the course, students will be fully prepared to begin their lessons in the Online School.

High school students will begin the school year with the “Online Learning” course. The “Online Learning” course explains to high school students how the K12 high school program works, and provides tips on successful online learning. Students are introduced to the online tools they will use during their high school experience, including the Learning Management System that delivers course assignments. Students take part in online discussions and practice submitting computer-scored assessments and other assignments to teachers. Lifelong learning skills such as time management and study habits are also covered. By the end of the course, students will be fully prepared to begin their high school courses.

Prior to the start of the school year, parents of the virtual school students will be invited to MEVA parent orientation sessions that will be conducted in convenient locations or online. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions will be designed to inform parents about navigating the program including the Learning Management System, technical support, lesson delivery, effective communication, and the School’s policies. This is mandatory for parents. Parents will also receive a Parent Student Handbook. Follow up regular parent training may include speakers at the administrative office, convenient community locations, and online; modeling; webchats; roundtables; and the K12 online school community.

We will also provide year-long training and other opportunities for our Learning Coaches to learn and share experiences including the offerings of the K12 National Parents Network, a large selection of live and recorded sessions and events, including Learning Coach Institutes, Curriculum Support Series, Home and Life Series, Learning Coach Live, Mentor Circles, Booster Program, and Roundtable Discussions.

The school will offer support through regular parent training, speakers, and modeling. Sessions will focus on: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivating struggling learners; focus on reluctant writers; essential note taking skills; numbers and math concepts in the real world; and supporting students as they complete homework. While teachers will be leading these activities at school each day, we believe parents who wish to be engaged with their child’s learning after school hours need to be trained in the school’s practices. We will maintain a balance between onsite training for parents who can come to the school and will ensure that all sessions have a corollary online webinar which can be accessed live (synchronously) or can be viewed as a recording (asynchronously).

Please see Parent Workshops in **Section A.5** for an extensive list of parent/learning coach training and professional development opportunities.

Professional Development for Teachers and Staff

MEVA fully appreciates the benefits of and supports the need for ongoing professional development for all teachers and other staff, particularly in the areas of curriculum and instruction. K12 has the capability to provide the professional development our teachers will need. Professional development opportunities will be a combination of K12's best practices and training along with our school specific goals and required annual professional development for all teachers and other staff. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have an Individual Development Plan (IDP) that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest. Teachers and staff will receive professional development on these and other topics, at various points throughout the year.

MEVA's professional development program will address the needs of experienced as well as new teachers and administrators:

- **Experienced MEVA Teachers** will attend 21 days of professional development prior to school opening. This training may include topics such as: implementing specific instructional strategies, current curriculum-specific trends, effective teaching strategies and communication skills for a virtual environment, utilizing the state and national standards to inform instruction, using technology to engage students in collaborative learning activities, and using data to guide instruction. In addition to training provided prior to school opening, teachers and staff will attend face to face professional development one day each month during the school year. This professional development will be school-focused and mission driven, providing professional development for teachers on how to address the specific needs of MEVA students.
- **Intake Training for New Teachers** has been designed by K12 to specifically train new teachers how to be effective and engaging in the unique virtual learning environment. K12's training achieves this through a multi-day, synchronous and asynchronous training program, Virtual National Teacher Training (VNTT). This 50-60 hour, 4 week series of events immerses new teachers in the platform, tools, and activities they will use every day in their new role. During the four-week VNTT period teachers meet synchronously, and also work asynchronously in their coursework. This time is used to practice the skills learned in the coursework including familiarizing themselves with the tools of the Online School such as lesson planning and tracking student progress. In the final week, the teachers convene synchronously again as a group to review progress made, successes, challenges, and to address questions raised. At the end of the intake training (VNTT) each new teacher is also assigned a veteran teacher as a mentor to provide support as they transition to teaching in the virtual environment.

K12 recognizes that educators have distinct and unique needs based on role, the population they serve, and tenure. For instance, the role of the 7-8 teacher and the 9-12 teacher varies greatly based on the developmental needs of the students they serve as well as the systems, curriculum and tools used each day. Likewise, K12 recognizes that the Special Educator has unique responsibilities and serves populations that are distinct from those of the regular educator. Finally, K12 also recognizes that virtual administrators have separate duties from teachers and also use a different set of tools in their role. In light of this, K12 has assembled unique and distinct new teacher training and professional development paths in order to meet these distinct and unique needs.

- **Ongoing Support and Year-Long Training for New Teachers** will be provided. The Virtual New Teacher Support Program (VNTSP) was created to provide continuous support to virtual new teachers through one-on-one instructional coaching at the school level, as well as, extensive assistance through school-level group meetings and staff development built on the foundation established in VNTT. This program is a comprehensive wrap-around training and support program for new teachers that include an instructional coach, induction activities, and targeted training.

Broadly the program has 4 goals that include the following:

1. Deliver lessons clearly
 2. Maintain high academic expectations
 3. Maintain high behavioral expectations
 4. Maximize instructional time
- **Weekly School-based Professional Development and Teaching Team Data Meetings** will be provided to teachers and staff including a weekly all staff meeting to cover school specific, all-specific professional development (i.e. identifying a student as English Language Proficient, identifying bullying in an online environment, etc.). The CEO will also work one-on-one with each teacher, each week, to discuss specific student data and how to apply that data in order to inform student instruction. Finally, each week, teaching teams will also meet to discuss student data and how, as a team, MEVA teachers can provide students with the resources and individualized instruction required by each student.
 - **Personal Professional Development (monthly)** will provide MEVA's teachers access to monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. MEVA understands that while ongoing mission-aligned professional development is imperative for the success of the School, its teacher, administrators, and most importantly its students, teachers also have personal interests that they may wish to pursue. Topics covered may include assessment, technology, instructional strategies, and content, for example, professional development sessions around student and even teacher misconceptions by subject. An online real-time presentation tool is used to facilitate professional development. This tool allows professional development to happen at a common time for everyone, but eliminates travel costs, in some cases, as

teachers can log in, interact with each other, and view presentations in a collaborative online environment.

- **School Administrator Training** will consist of face to face training and synchronous sessions on the BlackBoard Collaborate web conferencing platform as well as access to online reference tools. The online synchronous sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities of working with students and teachers of various grade levels. These synchronous sessions are designed and delivered by K12's Academic Services Division comprised of Master Educators who have vast and demonstrated experience and expertise in K12's network of managed schools.

There are four required training assignments for administrators as well as an ongoing focus for the year:

1. Orientation to Training
 2. New Administrator Customized Training Plan
 3. Class Connect Basics
 4. Data Driven Instruction
- **Ongoing Monthly Professional Development:** a year-long series of monthly synchronous sessions that are crafted to a pre-determined area of focus for raising student achievement. As an example of the focus of the year-long professional development sessions for administrators, in the 2014-2015 school year the focus for leadership development by K12 will be on Data Driven Instruction. The basis for this series will come from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo and Doug Lemov as well as Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo.
 - **New Head of School (HOS) Onboarding** features two weeks of face to face training on the most pertinent topics for the ultimate virtual school leader including
 - Academics (2 days)
 - Virtual Operations (2 days)
 - Finance and Accounting (1 day)
 - Legal and Compliance (1 day)
 - Governance (1 day)
 - Public Relations (1 day)
 - Human Resources (1 day)
 - Enrollment (.5 days)
 - Marketing (.5 days)

A detailed description of the planned professional development for teachers and staff is included in **Section B.3** of this application.

Discuss provision of necessary technology to support the program, including computer hardware and software, internet connection, etc. and provisions to assure access for special populations.

Each MEVA Middle School *family*, with one or more students, who meets the eligibility requirements for free and reduced price meals and who does not have a computer will be eligible to submit a request for a loaned computer and printer for the duration of their student(s)' enrollment in the school. Each MEVA *high school student* eligible for free and reduced price meals and who does not have a computer in his or her home will also be eligible to submit a request for a loaned computer and printer/fax/scanner for the duration of his/her enrollment in the school. (see Educational Products and Services Agreement **Exhibit A Tab 41**) The school will also provide families with free and reduced meal eligible students Internet access in their homes with a set monthly reimbursement amount to assist with home Internet charges. Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year. All MEVA students may also access the school's web-based curriculum via publicly available Internet such as in public libraries or schools if needed to supplement home access.

As required, MEVA will work to accommodate students with all disabilities who are using the K12 web-based courses in a distance learning setting. Assistive technology will be provided to students based on the recommendation of the IEP Committee and appropriate evaluation in order for students to have access to online and print materials. Technologies may include screen reader software, screen magnifiers, speech to text devices, word prediction software, audio books or other more traditional technologies and supports such as a calculator, graphic organizer, or math fact table.

MEVA will offer necessary accommodations by procuring the agreed-upon technology and other services to aid these students in navigating through their courses. Further, K12's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials published after August 2006 meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Present the school's plan regarding maintenance and/or replacement of damaged or malfunctioning equipment or software.

K12 MEVA will provide technical support for their staff and students through their technology services agreement with K12 including K12 issued computer equipment and software and has extensive experience and success providing this support for families in all 50 states and in 70 countries. If deemed necessary, K12 will replace the computer to ensure that the student has an operational computer throughout the school year. If students are using their own computer equipment, their families are responsible for the maintenance and repair of that equipment. K12 will ask that all families first contact their ISP if they are experiencing Internet connectivity problems. If the ISP determines there is a problem with K12 issued hardware or software, families will contact the K12 Technical Support staff for further assistance.

If the primary or supplied computer experiences technical issues, the student can use another computer within the environment to access required instructional content until the primary or supplied computer is repaired since the required content is accessible using any computer that has

Internet access. If there is a technology services (ISP) failure, the student can temporarily access local publicly available Internet (e.g., at a local public library or school) and use a computer to continue the OLS and all other K12 systems required to access instructional content until the ISP failure is corrected.

When a student has completed the MEVA program, is no longer eligible for the loan of the equipment, or the computer otherwise needs to be returned, K12 will contact the parent with return instructions. Typically, this involves receiving return labels, packing the computers into their original boxes, and dropping off the equipment at a shipping center or scheduling a home pick-up.

Customer Support

Customer support will be provided to MEVA students and their families by K12's knowledgeable Customer Support Team (made up of a Technical Team and a Customer Care Team) according to the terms of the educational products and services agreement or contract.

K12's Customer Support Team provides support in two (2) general areas:

1) Customer Care includes the following web-based support areas:

- Using the K12 Online School (OLS)
- K12 Supplied Computer Equipment
- Connectivity- ISP, Firewall, Troubleshooting
- Materials
- Account Information

2) Technical Support to help solve problems relating to accessing the OLS. K12 provides technical assistance for students and parents including web-based and phone support. All technical support personnel are knowledgeable in K12 systems use and have received training on resolving technical support problems.

Students and families can choose to access support through three separate channels; information about all three channels is available via the "Customer Support" portal on the K12 website (www.k12.com):

- *Phone*: K12 Customer Care and Technical Support are staffed to handle technical support issues 24 hours per day, 7 days per week.
- *Web*: A web-based form to request support is available 24 hours per day, 7 days per week. The form-driven front end is accessed via the K12 Customer Support portal, and guides the customer to provide all necessary information to allow a fast and accurate response. K12 responds via email or phone within 24 business hours of receiving a customer inquiry.
- *Self Help*: Self-help is available 24 hours per day, 7 days per week. This web-based channel is accessed via the K12 Customer Support portal; it provides answers to frequently asked questions (FAQs), video tutorials, instructional resources, software downloads, and other information on common issues.

K12 will provide technical support for K12 issued computer equipment and software and has extensive experience and success providing this support for families in all 50 states and in 70 countries. If deemed necessary, K12 will replace the computer to ensure that the student has an operational computer throughout the school year. If students are using their own computer equipment, their families are responsible for the maintenance and repair of that equipment.

K12 will ask that all families first contact their Internet Service Provider (ISP) if they are experiencing Internet connectivity problems. If the ISP determines there is a problem with K12 issued hardware or software, families will contact the K12 Technical Support staff for further assistance.

If the primary or supplied computer experiences technical issues, the student has several options. The student can use another computer within the environment to access required instructional content until the primary or supplied computer is repaired since the required content is accessible using any computer that has Internet access. If there is a technology services (ISP) failure, the student can temporarily access local publicly available Internet (e.g., at a local public library or school) and use a computer to access the OLS and all other K12 systems required instructional content until the ISP failure is corrected.

Internal escalation processes are in place to provide quick access to second-line technical support as necessary, as well as access to resources in other groups such as Systems & Technology, Product Development, Customer Fulfillment, etc., if required.

High School Graduation Requirements

High schools will be expected to meet Maine's graduation standards, MRS Title 20-A § 4722 High School Diploma Standards, § 4723 Health and Physical Education, § 4724 Computer Instruction, §4722-A Proficiency-based diploma standards.

The graduation requirements for MEVA will exceed the State of Maine graduation requirements as stated in MRS Title 20-A M.R.S.A. §4722(2) High School Diploma Standards, §4723 Health and Physical Education, and §4724 Computer Instruction; and §4722-A Proficiency-based diploma standards. In the Spring of a student's 8th grade year, a graduation plan will be developed that will set forth the courses that the student will take each year of high school in order to graduate within four years. For new high school students entering MEVA, a thorough transcript review will be completed by the high school counselor upon enrollment and a detailed graduation plan for the student will be developed immediately. Students will not be promoted to the next grade until they have earned enough credits to stay on track for graduation. Student graduation plans will be evaluated for each high school student every semester and changes will be made, if necessary. Maine Virtual will work with students on plans for credit recovery in cases where students begin to fall behind on earning credits towards graduation.

Prior to January 1, 2018, MEVA students will be required to earn the following 24 credits to graduate. The following chart indicates how high school students will be classified based on the number of credits earned.

Number of Credits Earned	Grade Designation
Less than 6	Grade 9
More than 6, but less than 12	Grade 10
More than 12, but less than 18	Grade 11
More than 18	Grade 12

Beginning on January 1, 2018, in order to receive a diploma, MEVA students will be required to demonstrate proficiency (MEVA proposed target is 90% proficiency in 2022 with annual improvement projections between 2017 and 2022) on the NECAP (SBAC), PSAT/SAT, and lesson/unit/end of course assessments. (see **Tab 9** Performance Indicators).

Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, how the student would meet standards and/or the requirements for a proficiency-based diploma and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.

Prior to January 1, 2018, Maine Virtual Academy will award a high school diploma to students who have earned these 24 credits:

English/Language Arts	4 Credits
Social Studies	3 Credits
Mathematics	4 Credits
Science and Technology	4 Credits (2 credits must include laboratory study)
Health and Physical Education	1.5 Credits
Technology	0.5 Credits
Fine Arts	1 Credit
World Languages	2 Credits
Electives	4 Credits (Social sciences, human development, fine arts, technology, and science)
Total Credits	24 Credits

In order to graduate, all Maine Virtual Academy students will also be required to perform a documented 30 hours of community service. Students will work with others in their

community, with their family, and independently to address social issues like poverty, inequity, and injustice. MEVA plans to reach out to various organizations to provide community service or other service learning opportunities to students and parents. These offerings should be extremely helpful for our high school students who are working to obtain the required 30 community service learning hours required by the school for graduation.

Calculating Grade Point Average

Below are images demonstrating how grade-point average is calculated:

Current Students for Michigan Virtual Charter Academy

[Return To List](#) | [Previous](#) | [Next](#) Toggle Search Pane

Student: 625990 - S. Stephen Smith - MVCA - 12th Grade (State ID: 6342647269)

	Non-K12 Credits	K12 Credits
Credit Summary	HS Transfer Credits: 3.5 credits	3.5 credits
	Concurrent Enrollment Credits: 0 credits	0 credits
	K12 Earned Credits:	16.25 credits
	Total Earned Credits:	19.75 credits
	Credits Earned, but Not Needed:	1.5 credits
	Credits Required to Graduate:	22 credits
	Credits Needed To Graduate:	3.75 credits
	Un-Weighted	Weighted
GPA Summary	Academic GPA: 3.77	3.80
	K12 Courses Only GPA: 3.86	3.89
	Academic GPA for Core Academic Courses: 3.74	3.77
	K12 Only Courses GPA for Core Academic Courses: 3.85	3.89
Rank	Student Rank 1	Recalculate Rank
	Total Students 211	

Cohort Year:

HS Enter Date:

Graduation Date:

Diploma: MVCA Traditional High School [Edit](#)

Exclude From Class Rank:

[Save Changes](#)

[Create Final Transcript](#)

Warning: Creating a Final Transcript, locks down the student's transcript record and can then only be viewed through the Final Transcripts tab. Please refer to the Help tab for more information about Final Transcripts.

An incoming HS Transcript has not been received through TV Enrollment.

Current Students for Michigan Virtual Charter Academy

An incoming HS Transcript has not been received through TV Enrollment.



Credits Graduation Requirements Dropped Courses Transcript Settings Transcript

Add New School Term to Transcript

Year	Term	Grade Level	Term Type	School	Transfer School Credits	Transfer School GPA	K12 Credits	K12 Courses Only GPA	Academic GPA	Weighted K12 Courses Only GPA	Weighted Academic GPA
2010	Sem1	9	HS Transfer Credits	MICHIGAN CONNECTIONS ACADEMY	3.5	3.67	3.5	0.00	3.33	0.00	3.33
2010	FNL	9	K12 Credits	Michigan Virtual Charter Academy	N/A	N/A	3.25	3.67	3.67	3.67	3.67
2011	FNL	10	K12 Credits	Michigan Virtual Charter Academy	N/A	N/A	6.75	3.90	3.90	3.90	3.90
2012	FNL	11	K12 Credits	Michigan Virtual Charter Academy	N/A	N/A	6.25	3.92	3.92	4.00	4.00

MEVA 4.0 Grading Scale: High school students will be awarded credit only for courses in which they have earned a grade of 60% or better.

- A (4.0) (93-100%)
- A- (3.7) (90-92%)
- B+ (3.3) (87-89%)
- B (3.0) (83-86%)
- B- (2.7) (80-82%)
- C+ (2.3) (77-79%)
- C (2.0) (73-76%)
- C- (1.7) (70-72%)
- D+ (1.3) (67-69%)
- D (1.0) (63-66%)
- D- (0.7) (60-62%)
- F (0.0) (0-59%)

Transcripts

The student transcript will include the student’s personal information including name, address, student and state ID, current grade, gender, birthplace, and state of birth. It will also include the entry and exit dates of the school, they year of graduation and diploma type. Courses, course codes, grades and credits earned will be listed along with the grading scale (above). ACT scores, a GPA summary (including total GPA and weighted GPA), relevant comments and an official signature of the School.

Meeting Requirements of the Proficiency Based Diploma

In accordance with Maine law § 4722-A, developing a proficiency-based system of learning, after January 1, 2018, the awarding of a diploma from MEVA will be contingent on the

demonstration of proficiency through successful completion of coursework and approved extended learning experiences in the content areas identified in Maine’s Learning Results Standards and meeting the cross-content performance standards of the Guiding Principles of the Learning Results. Graduating students must also fulfill any other requirements specified in the MEVA graduation policy.

The CEO shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents/guardians at the start of their ninth grade school year. This policy will be included in the MEVA student handbook.

I. Students who anticipate graduating in the Class of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma:

A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results.

- English language arts
- Mathematics
- Science and technology
- Social studies
- Health education and physical education
- Visual and performing arts
- World languages
- Career and education development

The CEO will develop and apply a set of graduation standards and performance indicators for Portland Public Schools that align with the content-area standards of Maine’s Learning Results Standards

B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

A student graduating from MEVA is expected to be:

- A clear and effective communicator
- A self-directed and life-long learner
- A creative and analytical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

The CEO will develop and apply a set of graduation standards and performance indicators for MEVA that align with the Guiding Principles of Maine’s Learning Results Standards.

C. Complete 30 hours of documented community service

II. MEVA will offer all students multiple ways to achieve and demonstrate proficiency in the School’s graduation standards. Educational experiences available to students include, but are not limited to:

- Academic courses offered by the school
- Early college/dual enrollment courses
- Career and technical education programming
- Apprenticeships, internships, fieldwork
- Community service
- Independent study
- Alternative education/”At Risk” programming

III. MEVA will encourage its students to explore a broad range of learning experiences, including extended learning opportunities that take place outside of the school. To pursue an extended learning opportunity, a student must present a detailed plan, including how the experience helps the student meet the district’s graduation standards. Each extended learning opportunity must provide a quality learning experience comparable in rigor to other learning experiences offered by MEVA. Extended learning opportunities must be approved by the CEO/designee.

IV. In order to receive a diploma from MEVA, students must demonstrate that they have engaged in educational experiences relating to graduation standards in English language arts, mathematics, science and technology, and social studies in each year of their secondary schooling.

V. While most students will satisfy graduation requirements over the course of a four year academic program, students may also take more or less time to do so, based on their distinct learning needs.

Electives

MEVA will provide a wide array of electives that enriches students’ education in essential areas—including those identified by 21st Century Skills and STEM initiatives—and will leave MEVA students well-prepared for the world beyond high school (**please see Course List in Tab 43**). Included among these electives are:

- | | |
|-------------------------|---|
| • Journalism | • Contemporary World Issues |
| • Public Speaking | • Fine Art |
| • Creative Writing | • Music Appreciation |
| • Environmental Science | • Art History |
| • Forensic Science | • Personal Finance |
| • Anthropology | • Integrated Math |
| • Psychology | • Accounting |
| • Economics | • Introduction to Entrepreneurship I & II |
| • Civics | • Introduction to Marketing I & II |
| • Sociology | |

Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (technical school, military service or entering the workforce).

MEVA has chosen to adopt the State of Maine proficiency-based diploma standards whose goal is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers and adult life.

MEVA will continue to work with the Maine Department of Education as they transition to a proficiency diploma between now and 2018.

MEVA has developed a “Career Pathways” program that aligns with the School’s mission and graduation requirements. The Career Pathways program will prepare MEVA students for college, career, and citizenship by providing them with the vision, attributes, and the practical and technical skills they need for success in a rapidly changing workplace and society. The Career Pathways program supports the state’s education reform plan: “Education Evolving: Maine’s Plan for Putting Learners First” in the core priority areas of effective learner-centered education, great teachers and leaders, multiple pathways for learner achievement, and comprehensive school and community supports. MEVA’s Career Pathways program is modeled after the Maine Career and Technical Education framework as well as the national Career Cluster model designed by the National Association of State Directors of Career Technical Education Consortium.

Each pathway is designed to accommodate a student’s specific career interests and capabilities, provide an individualized academic experience, and transition a student smoothly into a career or a postsecondary education.

Program Framework

The basic framework of this program includes multiple, mutually reinforcing components:

Individualized Learning Plan

The ILP discussed above in the Education Plan is the starting point for identifying and selecting a career pathway. This is where students are introduced to the CPP and enrolled in the applicable exploratory course depending on their grade level. This process is usually led by a Guidance Counselor or Advisor.

Courses

In addition to their core general education courses, students will complete a sequence of elective courses designed to provide foundational and advanced learning in the specific pathways. A course of study will be created for each available pathway in the CPP. This document will outline the course requirements and options for the student.

The various types of pathway-related courses include the following:

- *Exploratory Course*
An exploratory course provides students with a broad overview of careers, addresses the concept of employability, includes career interest surveys, and offers seminars and assemblies with guest speakers focusing on specific clusters and pathways. Students will have general exposure to the pathways in Middle School and engage in a specific Exploratory Course at the High School level.

- *Pathway Courses*
Each pathway has one or more foundation course as well as various pathway electives. Generally, students must generally earn 3-4 units within a specific pathway to earn an endorsement.
- *Concurrent Enrollment Courses (college credit)*
In some cases, students can take concurrent enrollment courses through a post-secondary institution to fulfill a pathway course requirement. These are generally courses not available in our suite of curriculum. Eligibility for enrollment in these courses will be determined by the MEVA administration based on a student's grade level and academic performance. As a general rule, students need to be at a junior level with a minimum GPA of 3.0.

Internships

Some students will be able to pursue internships in their selected pathway. This is usually completed in their senior year through two separate courses.

- *Internship I: Preparation* is semester course in which individuals identify, secure and prepare for their specific internship.
- *Internship II: Practicum* is a semester course consisting of the student's internship experience. In some cases it may be possible for a student to partake in a virtual internship program.

Pathway Portfolio

Upon completion of a pathway, students will have a unique portfolio of course work and projects to demonstrate their achievements to future employers or as a part of college applications.

Diploma Endorsement

Students who successfully complete a pathway will receive a special endorsement on their high school diploma indicating that the student has fulfilled all the requirements of the designated pathway as well as any industry certification that the student may have received.

Industry Certification

There may be opportunities for students to earn industry certification through several of the pathways. For example, a student might become a Certified Manufacturing Associate through the Advanced Manufacturing pathway.

The number of pathways available to students, the scope of each pathway, the course of studies, and the program will depend on a variety of factors, including the total enrollment of the school, the location of students, and the available curriculum.

Technology Centers and Regions

In some cases students might be able to attend one of the 27 technology centers and schools around the state to complete a specific site-based program or pursue a particular industry certification offered at that center.

Pathway Variables

The number of pathways available to students and the scope of each pathway will depend on a variety of factors, including the total enrollment of the school, the location of students, and the available curriculum.

The specific pathways to be offered by MEVA will be determined by the school board and administration in conjunction with the Career Pathways Advisory Council described below. The tentative pathways include the following:

MAINE CAREER CLUSTER	CAREER PATHWAY
Business Management, Administration, Finance, Marketing, Sales and Service	Business Management Marketing Management
Health and Human Services	Health Services
Hospitality and Tourism	Restaurants and Food/Beverage Services
Science, Technology, and Mathematics (STEM) and Information Technology	Web Communication Programming & Software Development
Arts, A/V Technology & Communication	A/V Technology & Film
Architecture, Construction and Manufacturing	Advanced Manufacturing
Public Safety and Security	Law Enforcement Services

Several of these pathways align with the projected concentration and growth of Maine jobs in the next several years according to the Georgetown Center on Education and the Workforce, 2011. Based on this report, the job market in Maine will reflect the following trends by the year 2018.

- The largest career cluster will be Business Management and Administration.
- Health Science will be the fastest growing career cluster.
- 40% of the jobs will be in Business Management and Administration, Hospitality and Tourism, and Marketing, Sales and Service.
- There will be approximately 70,000 jobs requiring certification.

The other pathways are growing areas of need and interest around the region and country.

Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Based on K¹² Virtual Schools LLC's experience in online public schools in 33 states and the District of Columbia, we have estimate that our "at risk" school population will meet or exceed the state average and require an intervention model to be included as a part of their Individualized Learning Plan. Our plan to meet the requirement to serve them is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. It is based on K12's National Instructional Model (NIM) plus an intervention plan which adds the support of our certified teachers online and, as needed, face-to- face at local physical spaces for remediation. Student services such as guidance counseling, diagnostic achievement testing, health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs will be part of our approach.

MEVA will use a Multi-Tiered System of Supports (MTSS) that includes problem solving, positive behavior supports, and a three tiered Response to Intervention (RTI) process. All students will be served appropriately based on their placement within these tiers.

- In **Tier 1**, all students are screened (universal screening) for potential problems. All students also receive appropriate, standards-based, core instruction including any classroom, grade level, or school-wide interventions (universal interventions) for academics and behavior. Tier 1 universal interventions are provided in the general education classroom.
- In **Tier 2**, students who have not responded significantly to the Tier 1 core program with universal interventions are referred to the school's RTI team and may receive a targeted, individual intervention plan. This plan could include more intense instruction, individually or in a small group, and is provided in addition to the general education curriculum.
- In **Tier 3**, students who have not responded significantly to the Tier 2 interventions will be considered for more intensive interventions that include, but are not limited to, more time and more focused instruction. Students who do not make progress with Tier 3 interventions may be considered for a referral for evaluation to determine if the student qualifies for exceptional student education (ESE) services to receive specially designed instruction and related services through an Individualized Education Program (IEP).

All MEVA students will be regularly assessed for at risk indicators. Among the most important assessment is the NWEA Measure of Academic Progress (MAP) assessment which is administered in the fall of each school year. The scaled score will identify those students at risk for not scoring proficient on the MeCAS assessments. The NWEA MAP is given again in the winter and spring in order to ensure that all students are making one year's growth in one school year based on scaled score gains comparisons.

Students will also take Study Island benchmark assessments in math and reading in order to assess each student's mastery of Maine grade appropriate standards. Study Island is an online program aligned with the Maine standards and is an effective test mastery program. Students answer a targeted number of questions and are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the MeCAS tests. Study Island content is available in English, mathematics, science, global studies, and U.S. History. Please refer to **Section A.4 Assessment** for more details about Study Island.

If students master the Study Island Pathways assessments, they will earn blue ribbons to show mastery. If students do not earn a blue ribbon, building block activities will be automatically assigned as remediation. Students who cannot earn the blue ribbons and do not demonstrate mastery will attend instructional intervention sessions specific to the deficient standard. The interventions will be targeted, synchronous, teacher-led, interactive, and web-based.

During intervention sessions, students and teachers will be online at the same time in the same online classroom—using a web conferencing platform such as Blackboard Collaborate. Teachers will provide intense targeted, live instruction on specific state standards to ensure mastery. Students will be reassessed on all state standards to ensure mastery.

While most MEVA students will be prepared to enroll in one of four levels of core courses, we can assume that some students will have gaps in their proficiencies—predictably in math and reading. We are prepared to meet all students where they are. K12 also provides two levels of courses for struggling students, “at risk” students, and students who have not successfully completed courses required for graduation:

- **K12 remediation courses** bring students up to grade level in math and English—guiding them through the skills and knowledge needed for success. Remediation courses evaluate students’ current knowledge and provide the instruction needed for them to continue their studies at a high school level.
- **K12 credit recovery courses** allow students to gain credit for courses they have previously taken and not completed successfully. These courses include diagnostic unit tests that assess students’ understanding of fundamental content and direct them to review or move ahead accordingly. Fresh, engaging content delivered with new approaches helps students grasp concepts they missed the first time. Designed to provide flexibility in delivering teacher support, these courses include computer-graded assignments and assessments with the option to augment with teacher-graded assignments and assessments, as appropriate.

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A.3 Special Student Populations

Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. Describe the school's plans for identifying and successfully serving students with the wide range of learning needs and styles typically found in non-charter public schools of the sending area.

Discuss how the course scope and sequence, daily schedule, staffing plans and support strategies and resources will meet or be adjusted for the diverse needs of students.

Students with disabilities will participate in the general education program to the greatest extent possible offered by Maine Virtual Academy and as determined by the IEP team. The Maine Virtual Academy special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct “real-time” interaction through a web-conferencing tool. With web conferencing, the special education teacher and general education teacher can provide real time support to the student and assessment of progress towards IEP goals. Academic services provided through web conferencing could be presented within a co-taught online classroom, small group, or individual session with the special education teacher. In addition, parent education and support can be effectively delivered using web conferencing.

In addition to the team approach to serving students with disabilities, there may be necessary accommodations for instruction and assessment that will ensure students achieve Maine Learning Results. Accommodations will be determined by the IEP team based upon the student's disability and needs both in day-to-day progression through the general education curriculum as well as in the testing environment.

Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide, including the following:

- **Methods for identifying students with special education needs (and avoiding misidentification);**
- **Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;**
- **Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);**
- **Plans for promoting graduation for students with special education needs (high school only);**
- **Plans to have qualified staffing adequate for the anticipated special needs population;**
- **Plan to conduct “Child Find”;**
- **Types of pre-referral activities to be used;**

- **General Education Intervention plan (MUSER Section III);**
- **Policies and practices to identify students who may be eligible for special education and related services;**
- **Procedures used in evaluation of all students with disabilities (MUSER Section V);**
- **Procedures used in determining eligibility for special education (MUSER Section VII);**
- **Plan for addressing needs of students who enter the charter school with an existing Individualized Education Plan (IEP) from another School Administrative Unit (SAU) and in compliance with Maine state statutes and rules; (MUSER Section IX.3.B.(5));**
- **Policies and practices regarding the development of IEPs for all identified students (MUSER Sections IX, X, XI);**
- **Plan for appropriate accommodations and/or alternate assessments for students with disabilities; (MUSER Section IX.3.A.);**
- **Assurance that every student will be served in the least restrictive environment; (34 CFR Reg.300.114);**
- **Detailed continuum of placements to eligible students;**
- **Plan for the engagement of certified professionals to provide special education and related services through on-staff or contracted service; and**
- **Plan to provide procedural safeguards.**

Serving Students with Special Needs

Students with special needs, including those with limited English proficiency (see “English Learners (EL)” below), will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act (“IDEA” at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education will be provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent, Americans with Disabilities Amendment Act (ADAA). K12 and all schools as public agencies under the management of K12 will not discriminate against any student wanting to enroll in a K12 managed school. Students with disabilities will be provided services as indicated on the student’s Individual Education Program (IEP) and at no time will be discriminated against, but will be provided all the services needed. Any student needing services including EL and/or special education services will be provided services to enhance their education including all needed resources to ensure a high quality education.

Pre-Referral, Child Find, and Identification

The Maine Virtual Academy enrollment application, a conference call with a K12 placement counselor, and conference calls with a Maine Virtual Academy general education teacher will all provide a query for the parent to indicate a student with special education or gifted education needs. In addition, a careful review of previous school records by Maine Virtual Academy’s special education manager, as special education teacher trained in case management, will be undertaken upon receipt of such records to identify any students enrolling who have previously

been identified as a student with a disability or exceptionality. MEVA's Special Education Manager will be supported by K12's Northern Region Manager of Special Services.

Maine Virtual Academy general education teachers will be provided professional development prior to and during the school year on their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Throughout the school year, students may participate in various assessments that could show 'at risk' indicators in various academic areas. Teachers will use this data to design targeted interventions for students who may be struggling. Please see **Tab 6** for MEVA's Child Find policies.

Since Maine Virtual Academy will be enrolling students in communities across the state, posting and public notification within school districts concerning the process for Child Find and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or US postal service mail to all enrolled families.

When screening and/or child find indicates that a student may be eligible for special education services, Maine Virtual Academy will seek parental consent to conduct an evaluation if there is not a current evaluation or identification. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members.

Parents may also request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the MEVA Special Education Manager. Maine Virtual Academy will use a three tiered Response to Intervention (RTI) and all students will be served appropriately based on their placement within these tiers. A copy of Parental Rights will be provided to parents/guardians and support provided to ensure they understand the process and their rights during this process. Please see **Tabs 4 and 5** for Referral of Students with Disabilities policy and administrative procedures.

Maine Virtual Academy will have an active team to ensure the identification, evaluation, determination of eligibility, development/review of each IEP and placement of students with disabilities are completed in a compliant manner. The members of the team may include a school psychologist, special education teacher, school social worker, MEVA's special education manager, parent/guardian as well as other school personnel and specialists in the areas of various disabilities as required. Service providers, such as school psychologist and social workers may be contracted through licensed agencies providing support to the school.

Once a student is identified as a student with exceptionalities the student will be assigned to a placement counselor who is certified in special education. The placement counselor will then have a conversation with the parent/guardian and/or student as appropriate to discuss academic

needs and determine appropriate course placement as well as to discuss all the facets of learning in an online environment and the supports that are available for qualifying students as well as the delivery model for these supports. This conversation then allows the parent and student to make an informed decision regarding the appropriateness of enrollment in Maine Virtual Academy.

Based on K¹²'s experience serving special needs students in 32 statewide programs across the United States and in the District of Columbia, Maine Virtual Academy projects special education services will be provided across all disability categories – low and high incidence.

Development of IEPs

Maine Virtual Academy will ensure that each student with a disability is placed in the least restrictive environment (LRE). All identified students with a disability, including those with an existing IEP from another School Administrative Unit (SAU), will have a Maine Virtual Academy IEP meeting upon enrollment with the appropriate team members in attendance. This IEP will include a statement of the student's current level of performance and how the student's disability affects his/her ability to progress through the general education curriculum, a statement of measurable goals and a statement of educational services, program modifications and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Maine Learning Results which have incorporated the Common Core State Standards. Assessment accommodations or alternative instruction procedures will be based on the goals and objectives in the student's IEP. The IEP team will work to provide to students all modified curriculum as stated in the IEP to accommodate the student's needs. Modifications may also include resources both purchased and internally developed to assist each student's needs. The IEP will be updated annually as needed or more often if the team determines this to be necessary. The necessity of extended school year services will be discussed by the IEP team and, if the student is found eligible, then appropriate services will be provided by Maine Virtual Academy. **Tab 3** was intended to outline IEP Policies, but is no longer a required tab.

If a student has a behavioral need, Maine Virtual Academy will administer a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs will be supported by their assigned Maine Virtual Academy general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP.

Students with disabilities will participate in the general education program to the greatest extent possible offered by Maine Virtual Academy and as determined by the IEP team. The Maine Virtual Academy special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through a web-conferencing tool. With web conferencing, the special education teacher and general education teacher can provide

real time support to the student and assessment of progress towards IEP goals. Academic services provided through web conferencing could be presented within a co-taught online classroom, small group, or individual session with the special education teacher. In addition, parent education and support can be effectively delivered using web conferencing.

Due to the ability of the student to access the general education web based curriculum at any time, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips.

Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations for instruction and assessment that will ensure students achieve Maine Learning Results. Accommodations will be determined by the IEP team based upon the student's disability and needs both in day-to-day progression through the general education curriculum as well as in the testing environment.

Assistive Technology

As required, Maine Virtual Academy will work to accommodate students with all disabilities who are using the K¹² web-based courses in a distance learning setting. Assistive technology is provided to students based on the recommendation of the IEP team and appropriate evaluation in order for students to have access to online and print materials. Technologies may include screen reader software, screen magnifiers, speech to text devices, word prediction software, audio books or other more traditional technologies and supports such as a calculator, graphic organizer or math fact table.

Maine Virtual Academy will offer necessary accommodations by procuring the agreed-upon technology and other services to aid these students in navigating through their courses. Further, K¹²'s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials published after August 2006 meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Supervision and Compliancy

Oversight and compliance monitoring in a distance learning setting are assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education and/or special education teacher; file review and monitoring of timelines and processes by the Special Education Manager.

Effectiveness will be measured in the following areas to determine the school’s effectiveness in serving students with exceptional needs:

- a. Tracking of timelines
 - i. related to provision of IEP services
 - ii. provision of evaluation/reevaluations
- b. Student achievement
 - i. State & district test scores, curriculum based assessment
 - ii. Tracking of mastery of IEP goals
- c. Annual Satisfaction Surveys
 - i. Parent/guardian

General Education Interventions and Procedural Safeguards

The parent of a child receiving general education interventions may request the school to conduct a full individual evaluation for possible special education eligibility determination at any time during the school’s established general education intervention process.

Special education due process procedures may not be used to address parental concerns regarding the successful implementation of these general education interventions, and the failure to use general education interventions may not be used in special education due process proceedings to establish the school has failed to meet its child find or referral obligations.

Parents have the right to be fully informed and involved in the process and have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student targeted general education interventions underscores the parents’ role and responsibility in the decision-making process affecting the student’s education. Please see **Tab 2** for Special Education Procedural Safeguards.

Four Phases to Targeted General Education Interventions

1. Referral: Anyone, school staff, student’s friend, and a family member or community member may refer a student when the student’s education or behavior becomes a concern. Students may refer themselves for assistance to the team.
2. Team Planning: The team gathers objective information about the student’s performance in school from all school personnel who have contact with the student. Information is also collected for the parent. The team meets with the parent and the student, when appropriate, to discuss the data collected. Together, they develop an action plan including strategies for removing the learning barriers and promoting the student’s academic and personal success. This plan may include in-school and /or community –based services and activities.
3. Interventions and Recommendations: The plan is put into action along with all the assessments and timelines for implementation including follow-up. The team will also assign responsibilities for oversight, linking the student to in-school and /or community based services and activities.

4. Support and Follow-up: the team continues to work with, and support the students and families. Follow-up includes monitoring and motivating for academic success. The timelines for implementation will be reviewed and established.

Promoting Graduation for Students with Special Needs

All students will have an Individualized Learning Plan (ILP) that will map a student's high school career. In addition, students with disabilities have a transition plan in their IEP's that address their future needs – this may include career planning, independent living and more. Each plan – the ILPL and the transition plan in the IEP both have strong connections to the course work necessary for a student to graduate.

Parent Communication

Parents will receive a copy of their student's progress toward completion of IEP goals on a quarterly basis via electronic means or US Postal Service. Maine Virtual Academy general education and special education teachers maintain constant communication with parents through phone calls, email, and online meetings. Maine Virtual Academy believes that it takes a complete team of individuals working together to serve students with disabilities to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails and web conferencing tools. (See diagram below)

Model of Virtual Special Education Services

General Education Teacher

Student instruction
Student support
Social outings
Academic outings
Parent support

Parent



Special Education Teacher

Student instruction
Student support
Teacher support
Parent support
Accommodations
Modifications
IEP

Related Service Providers

<i>Speech</i>	<i>Transition Needs</i>
<i>Occupational therapy</i>	<i>Counseling</i>
<i>Physical therapy</i>	<i>Psychological Services</i>

If Parents of students with disabilities or students with disabilities, for any reason have grievances, MEVA has developed a grievance procedures policy for persons with disabilities. This policy is outlined in **Tab 7**. Additionally, the Family Educational Rights and Privacy Act (“FERPA”) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student’s education records, as outlined in **Tab 8**.

Staffing and Related Service Providers

Maine Virtual Academy will employ highly qualified special education teachers to maintain appropriate student/teacher ratios based on Maine regulations and student needs to provide special education services. Maine Virtual Academy administrative staff will include a Special Education Manager, a special education teacher trained in case management, who will oversee the provision of services and special education compliancy at the school. The Special Education Manager will receive the support and oversight from the K12 National Special Education Director.

Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with the student's district of residence or a private agency/provider. Maine Virtual Academy will ensure that all individuals contracted or in employment with the school have appropriate licensure to provide the assigned services and background checks are completed prior to beginning direct service with Maine Virtual Academy students.

Related services may be delivered virtually or face-to-face either at the provider's place of business, a neutral location such as a local library or community center or, in special circumstances, the student's home. The parent may provide transportation to a contracted provider within a reasonable distance of their home. Reimbursement will be provided to the family for mileage. Contracted services, when needed, are selected to service all students with related service needs. These service providers are selected based on K¹²'s past experience with providers who have proven track records, providing all services in a timely and educationally sound practice. All contracted service providers will have appropriate licensure and pass all background checks prior to services being provided to students.

Examples of related services:

- Mobility Training
- Assistive Technology Evaluations
- Counseling Services
- Psychological Services
- Speech and Language Services
- Occupational Therapy
- Physical Therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing
- Braille Instruction
- Other

Least Restrictive Environment

Maine Virtual Academy will ensure that each student with a disability is placed in the least restrictive environment (LRE). Students with special needs will be supported by their assigned Maine Virtual Academy regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP.

Continuum of Placements

As stated above, students with disabilities will participate in the general education program to the greatest extent possible offered by Maine Virtual Academy and as determined by the IEP team. The Maine Virtual Academy special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through a web-conferencing tool. With web conferencing, the special education teacher and general education

teacher can provide real time support to the student and assessment of progress towards IEP goals. Academic services provided through web conferencing could be presented within a co-taught online classroom, small group, or individual session with the special education teacher. In addition, parent education and support can be effectively delivered using web conferencing.

Due to the ability of the student to access the general education web based curriculum at any time, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips.

English Language Learners

Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

- **Methods for identifying ELL students (and avoiding misidentification);**

During the Maine Virtual Academy enrollment process, all families will answer a series of online questions as a first effort for Child Find including the Home Language Survey (HLS) questions. Any positive responses will be routed to the English Learners (EL) point of contact for further investigation. These same questions will be verbally asked again of the parent/legal guardian by a placement counselor. Finally, these same questions will be asked after approved enrollment by the general education teacher. All parties asking these questions will be provided professional development on EL indicators and their obligation in routing positive responses to the appropriate EL point of contact. Additionally, school records will be requested from the sending district and will be reviewed for EL indicators.

Those students with positive responses to any of the HLS questions will be referred to the EL point of contact who will then talk with the family to determine if services were previously received, current language needs of student, review prior school records, including any previous ESL evaluations, program plans and anything additional that may assist the school to determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate EL Plan.

Assessment and Screening for EL Services

Students who may qualify for EL services are assessed in the four domains of listening, speaking, reading, and writing through a standardized assessment to determine their level of English proficiency. Students who have not attained a Composite Level of 6 on the ACCESS for ELLs annual assessment, or any newly-enrolled student who has been administered the ACCESS for ELLs by another Maine SAU and who has not attained a Composite Level 6 score on the assessment are eligible for services and will participate in the annual language proficiency test. K¹²'s Northern Region Manager of Special Services will serve as the school's EL coordinator and will determine current levels and continued participation in MEVA's EL program. Students who meet exit criteria will continue to be tracked for two years after exiting.

If the assessment determines that the student qualifies for EL services, parent notification and acceptance of services will be provided to the parent/legal guardian prior to implementing services.

- **Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;**

and

- **Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;**

Support and Services for EL Students

The K¹² curriculum has the flexibility to be assigned based on student need. If MEVA has a student who is significantly below grade level in math or English language arts, the academic team can determine that it is appropriate to place the student in a lower grade level course. The designated teacher provides remediation, support, and exposure to grade level standards within online class sessions. In addition to placement at the appropriate “starting point” within the K12 curriculum, the curriculum in grades K-8 is mastery-based, repeating/reviewing previously introduced information through skills assessments and updates. New vocabulary words are introduced prior to each lesson and highlighted throughout the lesson. Assistive technology can be used when necessary to read/highlight/define unknown online print material. Audio text is also available when the team deems it is appropriate for the individual student.

In most cases, the MEVA curriculum with its mastery learning, self-pacing, and attention to vocabulary and grammar as well as subject content, will be the primary program for entering EL students. Supplemental resources and lessons in grammar, writing and/or speaking, will be provided to individuals and small groups depending on circumstance and targeted need.

Listening, speaking, writing and reading, are cumulative and integrated in language development. MEVA does provide instruction with a content base. This type of instruction has at its core, sequential and rigorous English skill development coupled with subject area knowledge generation, application and reinforcement. Content is important for all students. Learning necessary content and skills is required so that students don't fall below the progress of their peers. Students and parents at MEVA may work with their teachers to create thematic-based units, or to increase or decrease the pace of instruction and learning.

Listening, speaking, reading and writing are addressed in the K12 curriculum for EL learners by the ability level at which they are placed in language arts and math courses and flexibility in pacing and enhancement lessons.

EL students will not only receive sheltered instruction through our Class Connect sessions on-line, they will also have an individualized ESL Plan that will include levels of instruction provided by the ESL certified staff based on their specific needs.

Documentation of EL Strategies

All teachers will be providing support to students through online classrooms. Students will meet with their assigned teachers at a frequency and duration determined by their EL Plan.

The lessons presented during these online sessions can be recorded and are required to be documented within each child's record as a note within the school's online record system. Teachers are responsible for monitoring student progress and adjusting their lessons accordingly.

Academic progress is also measured by teacher created assessments, assessments embedded within the curriculum (OLS), NWEA MAP computer-adaptive, nationally normed proficiency tests, Study Island benchmark tests, and progress monitoring tools within the supplemental curriculum.

- **Means for providing qualified staffing for ELL students.**

Professional Development for School Staff on EL Best Practices

The Instructional Leadership Team at MEVA will work together with K12 Academic Services to coordinate and implement all professional development initiatives. Together the team places an emphasis on professional development dealing with issues of working with EL students.

Professional development is offered to all staff in the area of EL techniques. Some important ESL strategies, such as Cognitive Academic Language Learning Approach (CALLA) methods of accessing prior knowledge and using more visual, hands-on media, and technology materials have also been applicable to the many mainstream EL students at K12 schools. The school staff and ESL staff will participate in statewide and national conferences on best practices in ESL education.

All staff at MEVA will be provided professional development on the SIOP method of support for ESL students. This model will assist in lesson planning and implementation to allow access for the ESL student to grade level standards.

Attitudes Towards Cultures

K12 emphasizes the theme of respect as the core value for all members of the school community. Students understand and are able to explain the value of our country's vibrant diversity and common civic heritage.

Home to School Connections

The involvement of the EL students' families in students' educational goals is equivalent to that

of mainstream students. Parents may attend live and recorded training sessions geared to topics that have direct impact on the academic achievement of their child. Parents learn how to use a variety of resources, including drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, and story maps provided within the K12 curriculum along with graphic organizers and visuals that are vital to the instruction of EL students. The EL coordinator maintains regular contact with ESL families by phone or other tools ensuring that this communication is in a mode familiar to the learning coach.

Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

Students performing below grade level will be identified using various methods including, transcripts from previous schools, NWEA MAP assessments taken in the fall, winter and spring of each school year, Study Island Benchmark Tests, prior scores on state required assessments, and school-based assessments.

As mentioned earlier, a key part of MEVA's education program is the Individualized Learning Plan (ILP) which is designed to ensure a customized program that fits each student's unique strengths, weaknesses, learning styles and aptitudes. All students, including students with disabilities, and students who are not English Language proficient, who are entering the School below grade level will have a comprehensive and engaging plan, which will include intensive strategies to bring the student to grade level or make exceptional gains.

General education interventions will be provided to students performing below grade level. The interventions will be specific, timely and based upon ongoing formative assessments, while continuously monitoring student progress. MEVA's general educational interventions will use a systemic process to mobilize School resources to remove barriers to learning. The core of the program is a professionally trained team, including, but not limited to, school teachers, administrators, community agencies, and may include mental health agency members and parents. The team will be trained to identify concerns to determine the appropriate needs of the students to achieve the success needed for instruction and promotion and graduation requirements.

The virtual environment allows students performing below grade level to participate in class activities including, but not limited to, large and small group instruction sessions led by certified content teachers and collaborative activities with their peers.

The K12 curriculum integrates features designed to support learners at every stage. The approach features colorful graphics and animation, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; online games and animations that illustrate concepts and more support for families at home to support their students to succeed.

Students will be continuously monitored using tools including the NWEA MAP in the fall, winter and spring of each school year to measure and predict the gains in achievement and compare those gains, as well, to the gains of the normative group (a national norm group that

reflects national ethnic and income diversity, Study Island benchmark assessments to assess each student's mastery of Maine grade appropriate standards, school-based assessments, and ongoing review and monitoring of student's ILPs and IEPs, when appropriate.

Each teacher will have one-on-one data meetings with the CEO three times per week for ½ hour each, and teaching teams will meet one time per week for up to an hour to discuss how to use student data to monitor and improve student performance. These consistent meetings will continuously keep teachers and administrators current on each student's progress and will also offer teachers ongoing training on how data informs instruction.

MEVA uses a Multi-Tiered System of Supports (MTSS) that includes problem solving, positive behavior supports, and a three tiered Response to Intervention (RTI) process as described in detail in Section A.2 above. All students will be served appropriately based on their placement within these tiers.

The four phases of targeted general education interventions are outlined in detail in this section (A.3), above, and include:

1. Referral
2. Team Planning
3. Interventions and Recommendations
4. Support and Follow-up

The process for the provision of general education interventions will include:

- a. Documentation for every student, prior to entering the general education intervention process, as the basis for appropriate instruction in reading, including the essential components of reading instruction; appropriate mastery-based instruction in math; appropriate instruction in the writing process; and positive behavioral supports;
- b. A team-based (including the RTI/MTSS coordinator, ESE Teacher(s), general education teacher(s), parent, a representative from the sponsoring district, and at times administrator, if necessary) decision-making process;
- c. Data analysis of results focusing on determining to what extent all students are progressing toward meeting Maine Standards and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- d. Data analysis of prior Maine Assessments or school level formative assessments to determine if students are performing below grade level;
- e. Provision of research-based general education interventions targeted at students presenting academic and/or behavioral concerns as determined by screening results;
- f. Regular progress monitoring through formative assessments of student responses to targeted interventions, conducted at reasonable intervals, generating measurable data for both specifying academic concerns and monitoring student progress during general education interventions;
- g. Screening occurs for all students during the monitoring process. Students who are not experiencing success are scheduled for additional sessions in smaller groups. When this is an ongoing area of concern, the teacher will convene the team to review all the data

and determine if further interventions and plans are necessary. If so, interventions following the tiered structure, are then applied, monitored, and documented.

- h. Progress monitoring will be added to the student's ILP. This will provide parents with detailed information on the interventions and the process. Parents will be given the opportunity to participate in the instructional decision-making, and will be kept informed of their child's progress during targeted general education interventions.
- i. The ILP will be adapted to include:
 - a. Specific, diagnosed academic needs that need to be remediated
 - b. Success-based intervention strategies
 - c. An intense variety of remedial instruction
 - d. Monitoring and reevaluation activities
- j. A team shall review the student's plan and his/her progress no later than 20 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting, the team shall review data about the student's progress to determine if changes to the general education interventions are needed and/or if a referral to special education is indicated.
- k. Provisions for targeted general education interventions to continue during any subsequent special education referral. The frequency, time and intensity of these interventions, as well as the students' response to interventions will determine where the student resides in the School's three-tiered RTI process.

Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

Our ability to accommodate gifted and talented and academically advanced students represents the ability of our model to provide an individualized and self-paced education program for each student. MEVA will first identify our gifted population—our advanced and enrichable learners--through the Child Find process which includes parental input, teacher input and a records review. A conference call with a K12 placement counselor and conference calls with a general education teacher will all provide a query for the parent to indicate whether their child has previously been identified as a student who is gifted.

No single characteristic or list should be used solely for the identification of advanced learners, and identification should be considered a repeating process, not the one-time issuing of a lifetime passport. However, an understanding of some general characteristics that typify children with enrichable or advanced learner characteristics would benefit parents and professionals in their awareness and warrant further observation. In addition to high test scores and advanced course level placement, some general characteristics are:

- Early reader with good comprehension
- Learns basic skills quickly with less practice
- Asks several 'how' and 'why' questions in a single conversation
- Work independently for longer periods of time than peers on one or more topics
- Responds well to teachers, parents, and other adults

- Original thinkers seeking new and unusual associations among seemingly unrelated objects, ideas, or facts
- Thrives in problem situations
- High level of curiosity about objects, ideas, situations, or events
- Expresses opinions and ideas and often exhibits spirited disagreement
- Keen powers of observation and has an eye for important details
- Reads a great deal on their own, preferring text written for older students
- Likes structure, organization, and consistency in their environments
- Displays a questioning attitude and seek information
- Has a large storehouse of information regarding a variety of topics
- Exhibits an intrinsic motivation to learn, find out, or explore
- Has a longer attention and concentration span than their peers on one or more topics.

Renzulli considers three factors important for the development of gifted behavior: above average ability, creativity, and task commitment.



Students who are demonstrating characteristics of gifted exceptional learning may be referred for a multi-disciplinary meeting to determine educational needs and options for services. If services are warranted, these students will be designated in TotalView School upon enrollment and the student's individual learning plan (ILP) will be written to determine the appropriate services and delivery model to meet the student's exceptional needs. Differentiated learning experiences will

be developed with student input. MEVA curriculum allows for individualized levels, pace, style and subject for all students' unique learning needs. A continuum of programming services will be inherent to the mastery-based distance learning curriculum used by MEVA.

Educational experiences available to middle school and high students include enrolling in high school level Math, English, Science, and History Honors and Advanced Placement courses based on their past academic performance including state test results as allowed by school policy. Early college/dual enrollment courses and career and technical education programming will also be offered. Throughout the year, teachers and the Program Manager will evaluate how well the curriculum is meeting the needs of the advanced and enrichable learners and will make necessary adjustments.

Enrichment opportunities will be available to students who excel and show mastery of expected skills and standards as well as advanced progress in the K12 curriculum. To augment their learning experience, small group advanced work, including project-based, will be available. This includes, but is not limited to, self-paced labs, academic challenges, and projects. Some students may also take advantage of community service, Independent Study experiences, fieldwork, internships, apprenticeships, or other job opportunities to support their studies. These opportunities will be made available through the school Guidance Counselors and by utilizing other resources within students' local communities.

- **Specific research-based instructional programs, practices, strategies and opportunities the school will employ or provide to enhance their abilities;**

An instructional program for advanced and enrichable learners is based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and needs; that students have learning opportunities that help develop their abilities to the highest level; and that students' intense interests and talents change over time. Enrichable learners are learners with specific deep interests and energy, perhaps only in one topic. Advanced learners are students who generally demonstrate high performance or capacity for high performance beyond age/grade expectations, over an extended period of time, often (but not necessarily) in more than one area. Both enrichable learners and advanced learners are atypical learners who require specialized learning experiences. As with all students, advanced and enrichable learners will have an individual learning plan (ILP) developed in collaboration with staff and parents to assure challenging goals are established to meet their unique needs.

The school will promote the use of strategies found by research to support the diverse range of accelerated learners including:

- individual and small group research and contract work with active student ownership;
- flexible progression strategies within content areas, (including a variety of acceleration options (see below) with the agreement of the parents and student and subject to ongoing review);
- extension activities with self-selection by students, as well as suggestion by learning coaches and teachers, and
- the provision of monitoring and review of accelerated program offerings, to help decide which should get wider dissemination and which should be phased out.

Strategies may include:

Curriculum Compacting: the regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum.

Subject Acceleration: a student bypasses the usual progression of skills and content mastery in one subject where great advancement or proficiency has been observed. The learner will progress at the regular instructional pace through the remaining subject areas.

Topic Enrichment: Assignments that increase pacing or depth of knowledge to a student who demonstrates an interest and motivation in a specific topic. Activities can include;

- Blackboard Collaborate Enrichment Sessions
 - Virtual Field Trips
 - WIKI
 - Debates
 - Local Outings and Field Trips
 - Parent support through trainings and discussion forums
 - Social Networking
 - Contests/Tournaments
 - Science Fair
 - Learning Circles and Distance Learning
 - Clubs
 - Expert Speakers
 - Self-determined projects, subject to teacher approval
-
- **Plans for monitoring and evaluating the progress and success of intellectually gifted students; and**

Upon approval of the MEVA charter, and prior to the deadline of December 6, 2014, the MEVA CEO, in accordance with Maine Department of Education (05-071) Rules Chapter 104, will file an Application for Gifted and Talented Educational Program Approval and approval of program costs for State subsidy to the Department of Education for approval by the Commissioner. Our application will include goals, objectives, and related activities proposed for the program; student identification procedures; plans for staff professional development; the organizational structure of the program; and the objective and subjective tools that will be used to gauge the effectiveness of the program.

In addition to the assessments used to evaluate the progress and success of all MEVA students and our school SAIP process, based on the current Annual Guidelines for the Gifted and Talented Educational Program, we plan to collect, evaluate, and report advanced and enrichable learners' achievement data, collecting scores in each academic area for which the students are identified, comparing scores from the beginning of the year to the end of the year in order to determine if the students showed growth, maintenance or decline. Data may be taken from, but not limited to,

the following: SBAC, MEA, MHSA, NWEA MAP, achievement test scores, grades, performance assessments and local assessments.

- **What means will be used for providing qualified staffing for intellectually gifted student.**

The MEVA Board will employ at least one teacher who is gifted and talented endorsed. Students that have been identified as enrichable and advanced learners will be assigned to this teacher or these teachers. MEVA will be committed to meeting the needs of advanced and enrichable learners by providing professional development for all staff members about the characteristics of this exceptional population and best instructional practices in meeting their needs including in-service training, networking, national and local events, and other support. K12 Inc. has developed a proprietary National Instructional Model, which has been provided to the Board that includes a comprehensive plan for creating a strong advanced learners program that meets the needs of students in a virtual learning environment.

Articulate how the curriculum/educational program of the school will meet the unique needs of all enrolled students.

The MEVA curriculum and educational program are aligned with the school’s mission “to develop each student’s full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of educational options due to a variety of reasons.

Curriculum Designed to Meet Diverse Needs

- Each course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, K12 creates and assembles a wide variety learning components to satisfy the diverse needs of students in multiple learning environments.
- Lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.
- Online and offline activities within the curriculum can be adapted in ways to accommodate student needs, and new tools allow high school teachers to adjust and augment curriculum for individual students.
- The curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they’ve learned and how it applies to new tasks and situations.
- K12 is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

Curriculum with Multiple Assessment Tools and Strategies

- K12 assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored multiple choice tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- Assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.
- With 24/7 access to course progress tracking tools, students can monitor their progress and make informed decisions on whether to review content or advance in the course.

Curriculum Integrated with Systems and Support

- Curriculum—systems—teachers: by careful design, all work together, and work both with and for MEVA’s families, to help students succeed academically.
- MEVA’s certified teachers will be key to engaging students in the coursework, motivating them, monitoring their progress, evaluating their efforts, and providing instructional feedback.
- Weekly synchronous instructional sessions as well as frequent telephone conversations and kmail (a secure internal email system integrated with K¹²’s learning management systems) help develop constructive working relationships between the teacher, student, and learning coach.

To complement and augment the curriculum, MEVA’s education program will support student engagement and academic growth at different levels across all grades. Key to the MEVA education program is the development of an Individualized Learning Plan (ILP) for each student in collaboration with the Learning Coach, teachers, family coaches and support staff and data driven instruction.

Student Individualized Learning Plans

The Individualized Learning Plan (ILP) is a student centered, laser focused plan, which recognizes the students’ strengths, challenges, and current academic abilities and is customized for the cyber school setting. Individualized educational goals for ALL students will be housed within their ILP. The ILP process is centered on the idea that all students are unique and serves as the compass for all services and support provided to the student. The ILP drives ongoing dialogue between MEVA staff, students and Learning Coaches throughout the student’s entire life cycle at MEVA.

Together, the student, the learning coach, the family coach, teacher, counselor, special education teacher, and additional specialists, determine the most appropriate academic goals based on the students’ instructional needs. These needs are determined thorough review of student school records, including benchmark assessments, prior state assessment scores, teacher observation and learning coach input.

Students are then monitored and guided as they work through state mandated core standards aligned to the curriculum. They are evaluated throughout the school year and progress is represented in report cards in grades 7-12.

The Individualized Learning Plan is updated regularly according to student needs.

Data Driven Instruction

MEVA will be made up of unique students with multi-dimensional learning styles who come to the school with unique instructional needs. MEVA will respond by serving every student in an academic program appropriate to individual student needs. Teachers, including specialized teachers such as Special Education and math /reading, will use a data driven instructional (DDI) model. This model as illustrated by Paul Bambrick-Santoyo focuses instruction through four key elements:

1. **Assessment:** Define the roadmap for rigor
2. **Analysis:** Determine where students are struggling and why
3. **Action:** Implement new teaching plans to respond to this analysis
4. **Data-Driven Culture:** Create an environment in which data-driven instruction can survive and thrive.

Instructional leaders and teachers will be trained and mentored on the DDI method. Each teacher will have one-on-one data meetings with the CEO several times each week, and teaching teams will meet weekly to discuss how to use student data to monitor and improve student performance. These consistent meetings will continuously keep teachers and administrators current on each student's progress and will also offer teachers ongoing training on how data informs instruction.

MEVA will also use a Multi-Tiered System of Supports (MTSS) that includes problem solving, positive behavior supports, and a three tiered Response to Intervention (RTI) process as described in detail in Section A.2. All students will be served appropriately based on their placement within these tiers.

Required Tabs

2. Special Education Procedural Safeguards
3. Individual Education Plans Policy
4. Referral/Pre-Referral of Students with Disabilities Policy
5. Referral/Pre-Referral Procedures
6. Child Find Policy
7. Grievance Procedure for Persons with Disabilities Policy
8. Notification of Rights under FERPA
(PROCEDURAL SAFEGUARD WAS REMOVED)

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TAB 2 – Special Education Procedural Safeguards

As required by Maine Unified Special Education Regulations (MUSER), Maine Virtual Academy (MEVA) will provide a copy of the Procedural Rights and Safeguards, in accordance with the Individuals with Disabilities Education Act (IDEA), to the parent/guardian and/or adult student through regular mail or email, and it will be posted on the MEVA school website.

To assist parents in understanding the Notice of Procedural Safeguards, the following is provided as a companion document to the Notice of Procedural Safeguards:

A. PARENTAL PARTICIPATION

As a parent, you have the right to know about and go to Individual Education Program (“IEP”) Team meetings about your child’s special education. These meetings may discuss your child’s need for special education, evaluations that may be done, services that may be provided and the setting where your child might get his/her services. If you can’t attend a meeting in person, you have the right to attend by phone or video conferencing.

B. WRITTEN NOTICE TO PARENTS

You must be given a written notice at least 7 days **BEFORE** any changes in your child’s program. If the school decides **NOT** to make a change, you will also get a written notice. You will receive a written notice for these types of things:

- Whether your child is eligible for special education
- Evaluations
- Changes to services or the setting in which your child receives those services

The school may need you to sign a form allowing them to do one of the things listed above. This form may come to you at the same time as the written notice. The written notice will:

- Explain the change and why the school wants to make the change or will not make the change.
- List other things that the school thought about and why they decided not to do them.
- Describe the things it used to make the decision: evaluations, tests, review of your child’s records, or teacher reports.
- Explain other things that the school thought about to make its decision.
- List people you can contact to help you understand your rights.

C. PARENT CONSENT

Before the school can do an evaluation to see if your child needs special education, you will need to sign a form for this. If more evaluations or reevaluations are needed, you will need to sign a new form allowing the school to conduct them. The school also cannot begin to provide special education services to your child unless you sign a form. When you sign any of these forms, you are signing that you understand what the district plans on doing and that you agree.

If you don’t sign the form to let the school evaluate your child, the school can ask for a hearing or mediation to see if they can evaluate your child without your permission. If you don’t sign the form to let the school provide special education services to your child, the school cannot provide

those services. If, after your child begins to receive special education services, you decide to take back your consent for those services, the school must stop providing them to your child.

Either parent can sign the forms. The school will do evaluations or begin services for your child once one parent has signed the forms as long as that parent has parental rights, even if the other parent does not want to sign them.

D. INDEPENDENT EDUCATIONAL EVALUATION

If you don't agree with a school evaluation, you can ask the school to pay for another evaluation done by a person who does not work for the school. If the school doesn't want to pay, it must ask for a hearing to show that their evaluation is done correctly. If the hearing says that the school evaluation is done correctly, you can still ask for someone else to do the evaluation, but you will have to pay for it. If the hearing shows that the school evaluation is not done correctly, the school will pay for the new evaluation by someone else. This new evaluation will need to meet the same standards as the one done by the school. If an independent evaluation is done, the school will have to talk about that evaluation and how that might change special education for your child.

E. ACCESS TO RECORDS

You have the right to look at the school's records about your child's special education. The school has to allow you to look at these records within 45 days of your request, or sooner if there is a meeting scheduled or if you have a hearing scheduled about your child's special education. If another child is mentioned in records about your child, you won't be able to see those parts of the records.

You have the following rights:

- The right to ask the school to explain the records.
- The right to have someone who is working with you look at the records.
- The right to ask for copies of records if that is the only way that you are able to look at them.
- The right to prevent the school from releasing your child's records without your consent, unless the state or federal law allows for the release of that information.

You won't have to pay to look at your child's records, but you may have to pay to have copies of records. If you ask, the school will tell you what kinds of records are kept on your child and where all the records are kept and used. The school keeps a list of people who look at a child's records, except for parents and teachers. The school will keep a list of the person's name, the date they looked at the records and why they needed to look at them.

F. AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you think any of the information in your child's record is wrong, you can ask that the school change it. If the school doesn't want to change the information, they must tell you that they refuse and then you can ask for a hearing.

If the school changes the record because of the hearing, they have to send you a letter telling you it was changed. If the school doesn't have to change your child's because of the hearing, they

have to send you a letter telling you that you can put something in writing in your child's record explaining why you don't agree with the information. Your written statement will stay with your child's record.

G. COMPLAINT INVESTIGATION

If you think the school is not following the special education rules, you can write down your complaints and send it to the Department of Education's Due Process Office. You must write the names and addresses of the child and the school, your contact information, and how you think the school should fix the problem. You must also sign the complaint and give a copy of it to the superintendent. You may use a form for your complaint that is available from the Due Process Office (207-624-6644). The Department will have up to 60 days to investigate (unless the Department has given you or the school more time) and decide if the school is following the special education law or rules. If the school is not following the law or rules, the Department will tell the school what to do to take care of your complaint.

H. MEDIATION

If you and the school do not agree about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations, either you or the school can ask for mediation. Both you and the school must agree to the mediation. You can ask for mediation even if you are also asking for a hearing or filing a complaint.

The mediator must be impartial (does not favor either side) and is free to both you and the school. The mediation must be held promptly and at a time and a place that is convenient to both you and the school. The mediator is trained in helping people resolve disputes. If you and the school reach agreement during the mediation, the school must do what the agreement says. If the school does not do what you agreed on during the mediation, you can file a complaint about that. What people say at the mediation remains confidential.

I. DUE PROCESS HEARING

Either you or the school can ask for a hearing about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations. You must ask for a hearing in writing, and you may choose to use a form that is available from the Due Process Office (207-624-6644). You must write your child's name, his/her address, and where your child goes to school. You have to write down the problem and any other information about the problem. You should also write down what you would like to have happen for your child. You must give a copy of the form or letter to the superintendent.

An impartial hearing officer will listen to both you and the school. There may be people who can help you understand the hearing process, and you can ask the Due Process Office to give you a list of those people. At least five working days before the hearing, you and the school will need to share evidence that you want to talk about at the hearing. A decision about the complaint will be made within 45 days, unless the hearing officer has given you or the school more time. The hearing officer's decision is final unless you or the school decides that you want to bring a civil action in court. (See below.)

You and the school have the right to:

- Bring a lawyer and/or people who have special skills or training on children with disabilities.
- Bring evidence and question witnesses. You can require witnesses to attend by serving them with a subpoena (available from the Due Process Office).
- Not allow evidence that wasn't shared at least five working days before the hearing.
- Get a recording or exact written report of the hearing.
- Get a written report of what the hearing officer decided.

As the parent, you have more rights:

- You can bring your child to the hearing.
- You can say that the public can attend.
- You don't have to pay for the report of decisions and record of the hearings.
- The hearing has to be held during regular business hours at a time and place that works for you and your child.

J. CIVIL ACTION

Either you or the school can bring a civil action if they are unhappy with the result of the due process hearing. The court will review the record of the hearing, may review additional information and make a decision. You must go through the hearing process before filing a civil action.

K. AWARD OF ATTORNEY'S FEES

The school may have to pay your attorney's fees if ordered to do so by the court. A settlement agreement may include the school paying your attorney's fees. You or your attorney may have to pay the school's attorney's fees, but only in the rare case when the court finds that you brought your case for an improper reason, such as to harass the school or cause delay without a good reason.

L. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

Unless you and the school agree to something else, your child must stay in his/her current educational program until your complaint, mediation or hearing is finished.

M. PRIVATE SCHOOL PLACEMENT BY PARENTS

In some cases, a school district might have to pay you for sending your child to a private school. You would need to show at a due process hearing that your child's local school did not provide a free appropriate public education and that the private school you chose is right for your child.

You must also either tell the school at an IEP Team meeting that you don't like the plan for your child and are going to send your child to a private school for which the public school should pay, or else write those things in a letter at least 10 days before you remove your child from the public school. If evaluations were already planned for your child, you will need to let the school do those evaluations.

N. DISCIPLINARY PROCEDURES

Even though your child is in special education, he/she must follow the same rules as all other students and may be suspended if he/she breaks those rules. If your child is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of your child's regular school program to help your child continue to work on IEP goals.

If your child is suspended for a total of more than 10 days, there will be a meeting to determine if your child's behavior that led to the suspensions is related to your child's disability. If your child's behavior is because of his/her disability, the IEP team must do a study of your child's behavior and write a behavior plan, and must return the child to his/her program (unless the suspension involved weapons, drugs or serious injury). If the child's behavior is not because of his/her disability, then the school may treat your child the same way they treat other children, and must consider whether to do a study of your child's behavior or write a behavior plan.

If the school decides that your child's behavior is not because of his/her disability and you disagree, you can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If your child was placed in a different setting because of his/her behavior, he/she must remain in that different setting while the due process hearing takes place unless you and the school come to a different agreement.

O. TRANSFER OF RIGHTS

Once your child is 18, he/she will have the rights outlined in Maine's Procedural Safeguards unless a court gives him/her a legal guardian. Your child will be told of these rights about a year before he/she turns 18. Both you and your adult child will be invited to meetings and get the written notices about changes.

Legal Reference: Maine Special Education Regulations Chapter 12.

Adopted: Draft to be voted on by the Board

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TAB 3 – Individual Education Programs Policy (IHBA)

This exhibit is not required by the Maine Charter School Commission.

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TAB 4 – Referral/Pre-referral of Students with Disabilities Policy

It shall be the policy of Maine Virtual Academy (MEVA) to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time and by professional school staff and other persons knowledgeable about the child’s educational needs. Any such referral should be made in accordance with state and federal guidelines..

Regardless of the source of the referral, a referral will be considered received by MEVA on the date that the written referral is received by the Special Education Manager. It shall be signed and dated by the Special Education Manager, thereby indicating the date of the receipt of that referral.

The CEO/designee, in consultation with the Special Education Manager, may develop procedures for referral and the use of pre-referral interventions within MEVA, and may from time to time amend those procedures as necessary.

Legal Reference: Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules (July 2011).

Adopted: To be voted on by the Board

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TAB 5 – Referral/Pre-referral Procedures

Maine Virtual Academy (MEVA) shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child’s parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

A. Referrals by Parents

A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the Special Education Manager. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the family in making the referral in writing to the Special Education Manager. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the Special Education Manager.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to MEVA’s pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.

B. Referrals by Staff

Any professional employee of MEVA may refer a child to the IEP Team regardless of the results of initial Child Find activities, but only after completion of the pre-referral intervention process used by MEVA. MEVA may move directly forward with the referral process in those circumstances where MEVA and the parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the Special Education Manager.

C. Referrals by Others

Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial Child Find activities, but only after completion of the pre-referral intervention process used by MEVA. MEVA may move directly forward with the referral process in those circumstances where MEVA and the parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the Special Education Manager.

D. Receipt of Referral

Regardless of the source of the referral, a referral is received by MEVA on the date that the written referral is received by the Special Education Manager. It shall be signed and dated by the Special Education Manager, thereby indicating the date of the receipt of that referral.

E. Time Line for Processing Referral

Once the referral has been received by the Special Education Manager, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, MEVA must send a “consent to evaluate” form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school shall send the parent its written notice form documenting that referral.

Once the Special Education Manager receives the signed consent for evaluation back from the parent, the school shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting or within 30 calendar days of determining that the student is eligible.

MEVA shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

F. Transfer Students

Students who have already been identified as in need of special education services and who transfer into MEVA from another school *within Maine* shall, on enrollment and in consultation with the parent, be provided with Free Appropriate Public Education (FAPE), including services comparable to those described in the child's IEP from the previous school, until MEVA either adopts the child's IEP from the previous school or develops, adopts, and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into MEVA from another school *from outside of Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school) until MEVA conducts an evaluation to determine whether the student is eligible for special education and, if so, develops, adopts, and implements a new IEP.

If the transfer student's current IEP from his or her prior school is not available or is believed to be inappropriate by either the parent or the school, MEVA should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into MEVA after the referral time line has begun in the previous school but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if MEVA is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the school agree to a specific time when the evaluation will be completed and the eligibility decision made.

Pre-Referral Procedures

Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the student's education shall document those specific difficulties on a pre-referral checklist.

The school staff member shall then develop intervention strategies using the intervention checklist that accompanies the pre-referral checklist. The staff member may consult with other school employees and/or the student's parents in developing the intervention strategy. The intervention strategies shall have an established time period for implementation, and at the end of that time, its success shall be assessed and documented at the bottom of the intervention checklist. If the intervention strategies have not been effective or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member shall refer the child to the IEP consistent with the procedures set forth above.

MEVA shall notify parents whenever their child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention strategy checklist. That notification of pre-referral interventions should include copies of the completed checklists and shall request that the parents contact the staff member who has completed the documents. That notification shall also inform parents that they have a right to refer their child directly to the IEP Team if they suspect that their child may need special education services. MEVA may advise the parents as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the IEP team, but MEVA shall not reject or delay the referral until the completion of the intervention strategies.

All notes from the pre-referral process and, if relevant, team meetings and all the data collection procedures that may have been developed through this process shall be considered by the IEP Team and shall become part of the child's special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this pre-referral process shall be continued in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

Legal Reference Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules) (July 2011)

Adopted: Draft to be voted on by the Board

TAB 6 – Child Find Policy

Maine Virtual Academy (MEVA) seeks to ensure that all children within its jurisdiction who are school-age, five through the school year in which they turn 20, and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools or receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade are identified, located, and evaluated.

MEVA's Child Find responsibility shall be accomplished through a school-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. MEVA may schedule Child Find activities during its annual enrollment to assist in planning for necessary special education and related service at the start of the school year.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the MEVA's pre-referral and referral policy.

Legal Reference: 34 C.F.R. § 300.111 (2006)
Maine DOE Rule Ch. 101 § IV(2) (July 2011)

Adopted: To be voted on by the Board

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TAB 7 – Grievance Procedures for Persons with Disabilities Policy

The Maine Virtual Academy (MEVA) Governing Board of Directors has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether MEVA is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)).

Questions about this grievance procedure should be directed to the MEVA Special Education Manager.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the MEVA Program Manager, or with the Special Education Manager. If filed with the Special Education Manager, that person shall forward it to the Program Manager. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The Program Manager, after consultation with the Special Education Manager, shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The Program Manager's written response shall be forwarded to the grievant and to the Special Education Manager.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the MEVA Chief Executive Officer (CEO) of the Program Manager's decision.

The grievant must request that review within 15 working days of the decision by the Program Manager. The MEVA CEO, after consultation with the Special Education Manager, shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The MEVA CEO's written response shall be forwarded to the grievant and to the Special Education Manager.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the Special Education Manager.

[This notice can be made available in large print, alternate languages and/or on audio tape from the Special Education Manager.]

Adopted: To be voted on by the Board

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TAB 8 – Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (“FERPA”) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student’s education records.

A. Inspection of Records

Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the MEVA Chief Executive Officer/designee or the Program Manager in writing and must identify the record(s) to be inspected. The CEO/designee or the Program Manager will notify the parent/eligible student of the time and place where the record(s) may be inspected.

B. Amendment of Records

Parents/eligible students may ask MEVA to amend education records they believe are inaccurate, misleading or in violation of the student’s right to privacy. Such requests must be submitted to the CEO/designee or the Program Manager in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the CEO/designee or the Program Manager decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure.

C. Disclosure of Records

MEVA must obtain a parent/eligible student’s written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law.

1. Directory Information

MEVA designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school, and honors and awards received. Parents/eligible students who do not want MEVA to disclose directory information must notify the CEO/designee in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

2. Military Recruiters/Institutions of Higher Education

receive the names, addresses and telephone numbers of secondary students and MEVA must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want MEVA to disclose this information must notify the CEO/designee in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a “legitimate educational interest.” A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by MEVA as an administrator, supervisor, instructor, or support staff member; members of the Governing Board; persons or companies with whom MEVA has contracted to provide specific services (such as education service providers, attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. Collection of Student Social Security Numbers for Maine Department of Education Longitudinal Data Studies

In 2009, the Maine Legislature passed a law (P.L. Chapter 448) that authorizes the Maine Commissioner of Education to require local school units to request that parents provide students’ social security numbers to the school. The social security numbers will be used by the Department of Education to create a “longitudinal data system” that will link data about the student’s educational history to data about the student’s endeavors after leaving school, such as earnings, educational attainment and choice of career.

Your compliance with this request is **COMPLETELY VOLUNTARY**. We must **REQUEST** that you provide your child’s social security number, but you are **NOT REQUIRED** to provide the number to us. There will be no adverse consequences for your child if you decline to provide the social security number. Your child will still be enrolled in school, and he or she will have all the same rights and privileges of every other student in our schools. If you are a student aged 18 or over, you have the right to decide whether to allow use of your social security number. No child’s social security number may be used for longitudinal data purposes without the parent’s or the 18-year-old student’s written consent.

5. Other School Units

As required by Maine law, MEVA sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

5. Health or Safety Emergencies

In accordance with federal regulations, MEVA may disclose education records without prior written consent in a health and safety emergency to any person whose knowledge or the information is necessary to protect the health or safety of the student or other individuals.

6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the CEO/designee or the Program Manager.

- D. Complaints Regarding School Department Compliance with FERPA
Parents/eligible students who believe that MEVA has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Adopted: Draft to be voted on by the Board

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A.4 Assessment

Describe the school’s approach to assessment such as, but not limited to, data driven, subjective, formative and or portfolio based. Explain how the school will evaluate progress of individual students and cohorts over time and the school as a whole toward meeting the statewide requirements.

It is the mission of the Maine Virtual Academy (MEVA), a high-quality, full time online public charter school, to be accountable for developing each of our student’s full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. Maine Virtual Academy will utilize multiple measures to assess individual students’ cohorts’ over time, and the school’s progress as a whole toward achievement of the school’s mission as well as the Maine Learning Results, Common Core State Standards, the Next Generation Science Standards (when adopted) and the measures and metrics of the performance framework developed by the State Charter School Commission in accordance with Public Charter School Law, Title 20-A, §2409 and included in Commission Rule Chapter 2 and the Performance Framework (see **Tab 9**). We present draft Performance Targets in **Tab 9** that are intended to be discussed and finalized with the State Charter School Commission.

Maine Learning Results and Common Core State Standards Assessments

Baseline data will be established and collected from the Maine Comprehensive Assessment System (MeCAS) including, in the 2015-2016 school year, the Smarter Balanced Assessment Consortium (SBAC) assessments in English language arts and math (grades 7, 8, and 11); Maine Educational Assessment (MEA) in science (grade 8); Maine High School Assessment (MHSA) in science (grade 11); National Center State Collaborative (NCSC) alternate assessment in English language arts and math (grades 7, 8 and third year of high school); Personalized Alternate Assessment Portfolios (PAAP) in science (grades 8 and 11); PSAT in reading, writing and math (grades 10 and 11); SAT in (third year high school); WIDA ACCESS for ELL (grades 7-12); and test results from the previous year; USA Test Prep for students (grades 9-12), and from the administration of the NWEA Measure of Academic Progress (MAP) (grades 7-11); and embedded curriculum assessments. Based on this baseline data and the percentage of students scoring at “proficiency” or above in state assessments in Year 1, MEVA will set an annual improvement projection that will help evaluate student progress over time and the school as a whole towards meeting state requirements.

Maine Virtual Academy will ensure student participation in the Maine required tests through a variety of mechanisms. As part of the enrollment process, the school will make clear to parents and students that state test participation is required as part of enrollment in the school. Parents will also be asked to sign an enrollment acceptance form acknowledging that enrollment includes participation in state testing. Second, a testing schedule, including state assessments, will be made available to parents and students as part of the school calendar, which will be available on the school website as well as in the Parent/Student Handbook. The Handbook will also include a section on state standardized assessments and student participation in them. Prior to the scheduled state assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

MEVA students will not be permitted to take the state required tests in their homes. MEVA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations and Proper accommodations for special needs students will be provided as appropriate. MEVA feels that it is critically important to receive all of the testing data for our students to ensure the highest possible achievement results. We are aware that the last Maine High School Assessment/SAT that counted for federal accountability purposes was in May 2014. While Maine DOE is reviewing finances and logistics to determine the state's future involvement in the SAT administration, because of the difficulty in receiving students' SAT scores when students test at an alternative test site, MEVA will reach out to Test Administrative Services (TAS), a division of Educational Testing Services, and work toward the charter school becoming a SAT test center.

Parents will be responsible and reimbursed for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests. In our budget, MEVA has included revenues from transportation funding as provided by PL 570 to pay for transportation expenses for those students whose parent/learning coach is unable to provide transportation to school-related instructional activities (in this case for MEVA students to take state required tests). The MEVA CEO will review available resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

Evaluating Progress Towards Meeting Statewide Requirements

The starting point for K12 course development is clearly-stated behavioral learning objectives, which are designed to capture varying depths of knowledge, e.g., recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. By determining a benchmark for measuring growth at the beginning of the school year; then developing an individualized learning plan for each student; continually assessing students' attainment of the standards throughout the course of the school year; and assessing student performance at the end of the school year—Maine Virtual Academy can continually measure student progress toward achievement of the Maine Learning Results, Common Core State Standards, and the Next Generation Science Standards (when adopted) as well as the “effect” of our educational program—including the effective use of technology--on students as individuals, in cohorts, and on the school as a whole. Schools across the country using the K12 curriculum have measured the effect of the K12 education program in this way. Using the

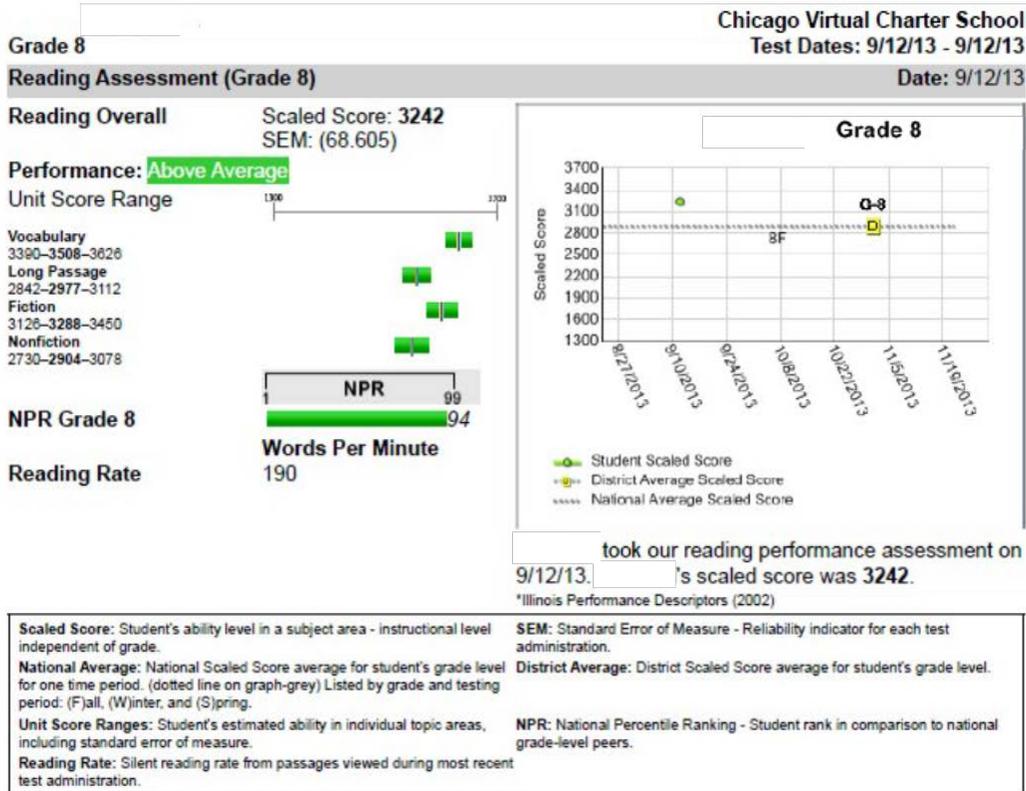
NWEA MAP in mathematics and reading, we can measure and predict the gains in achievement of students from fall to winter to spring and compare those gains, as well, to the gains of the normative group (a national norm group that reflects national ethnic and income diversity) and against growth information.

Describe the school's plan for using internal and external assessments to measure and report student progress on the measures and metrics of the performance framework developed by the authorizer in accordance with Public Charter School Law, Title 20-A, §2409 and included in Commission Rule Chapter 2 and the Performance Indicators; also, complete the Performance Indicators Template.

NWEA Measures of Academic Progress® (MAP®) assessments in reading and math will be administered each fall, winter, and spring in grades 7 through 11. MAP® creates a personalized assessment experience by adapting to each student’s learning level. MAP provides assessment data—and essential information about what each student knows and is ready to learn--within 24 hours of test administration. It will allow us to inform instruction using valid, reliable, and real-time data; measure the growth of every student over time regardless of whether the student is on, above, or below grade level performance—even if standards change; engage students and families in goal-setting; create and reinforce evidence-informed instructional practices; and evaluate programs and identify professional development needs.

Following up on the NWEA MAP, all students will take Study Island benchmark assessments in math and reading in order to assess each student’s mastery of Maine grade appropriate standards. Study Island is an online program aligned with the Maine standards and is an effective test mastery program. Study Island Pathways will be organized and assigned based on the Maine state standards. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the MeCAS tests. Study Island content is available in English, mathematics, science, global studies, and U.S. History.

Below is an example of a screenshot demonstrating a student’s scaled score from a Study Island assessment:



All students will complete the assigned Study Island Pathways that will assess students on all state standards. Students will earn blue ribbons to show mastery. If students do not earn a blue ribbon, building block activities will be automatically assigned as remediation. Those students who cannot earn the blue ribbons and do not demonstrate mastery will attend instructional intervention sessions specific to the deficient standard. The interventions will be targeted, synchronous, teacher-led, and web-based.

MEVA will implement Study Island monthly Assignments. Features of Study Island Monthly Assignments include:

- Assessments determine what a student knows directly related to individual state standards.
- Assessments are targeted against a specific state standard.
- Assessment will determine if a student has mastered a specific state standard.
- Assessment similar to an assessment given in a classroom in a 'brick and mortar' building.
- This real-time data lets teachers make better decisions about instruction immediately!
- Results reflect weaknesses or strengths against a specific state standard.
- Allows teachers to become extremely focused on their instruction.

Using Study Island monthly Assignments, MEVA will strive to meet or exceed the expectations and goals that were set for the school in Math, Language Arts, Science and Social Studies. The school's goals with these tools are:

- To take the 'guesswork' out of student proficiency of grade specific standards
- To continuously improve student learning and achievement

Maine Virtual Academy Assessment System

Assessments are embedded into the curriculum. As extensive research shows, good feedback and assessment are critical to efficient and successful learning. Because MEVA is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any specific standards that might need remediation. The assessments also help K12 to improve the program by providing information on the effectiveness of specific instructional activities and the curriculum overall.

The program makes use of a variety of formative and summative assessment instruments:

- Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some, or all, of the lesson is advisable.
- Unit Assessments show whether or not the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.
- Semester Assessments verify student mastery of key learning objectives for the semester.
- NWEA MAP tests in reading and math are administered each fall and spring to measure growth within each academic year, and to identify students who may need additional instruction before taking the state assessment (see above).

K12 ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The starting point for K12 course development is clearly-stated behavioral learning objectives, which are designed to capture varying depths of knowledge, e. g., recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, assessment, and instruction.

K12 curriculum assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways. Some assessment items are presented, answered and computer scored, and others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used

to assess strategic application of concepts and skills, and metacognitive knowledge.

Maine Virtual Academy will be able to use K12 curriculum assessments to measure student achievement in various ways; electronic multiple-choice and true-and-false quizzes that measure the retention of facts; written responses that require critical thinking; hands-on laboratories that mirror real-world application; and through real-time interactions with teachers that reflect all of these. Students show accumulated knowledge and skill both through testing and project- or portfolio-based work. Students using K12 curriculum learn to express themselves to their teachers and their peers through written and spoken word as well as through visual media, one-on-one and in small groups. Students can choose from many courses that consist of multiple units, lessons and activities that instruct, provide practice to, and evaluate students. Within these courses, students complete assignments, lessons, and assessments that teachers post to their course calendar. Students submit assignments to teachers on or before the due dates posted on the calendar. Once teachers grade and return assignments to students, they read the feedback listed from their teachers. Teachers are available frequently during the week for live office hours and online discussions. Students can also get help during optional live sessions or by watching recordings of these sessions. Students always know where they are in a course and how they are doing, and can continually monitor their progress.

Because MEVA is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any areas that might need extra work. The assessments will also help our school to improve by providing information on the effectiveness of specific instructional activities and the curriculum overall. Student achievement gains will be continuously measured and reported to students, parents, teachers, administrators and the Board during the school year. Throughout the year, students demonstrate their acquisition of course objectives by completing various assignments, participating in synchronous discussion activities, and taking quizzes, tests and exams. While some assessments and assignments are scored by the Learning Management System, assessments accounting for the majority of course points and those addressing higher-level thinking skills are submitted by students directly to our teachers for grading through the Learning Management System's electronic dropbox. Teachers grade these assignments and provide direct instructional feedback on each assignment before returning the graded assignment to the student. Graded activities are assigned points and a student's final grade will reflect the actual points earned compared with the total points possible. A percent grade can be calculated using these points and the school will then assign letter grades according to the grading procedures for that course.

During the semester, students can view grades in MyInfo or the student grade book sections of the Learning Management System. One of the many features afforded by the school's Learning Management System is a current report of a student's academic progress and attendance information. Teachers, administrators, and parents also have access to graded information online at any time of the day or night. Conference calls with families are conducted on a monthly basis. At that time student progress and attendance are discussed. A detailed progress report for each student will be provided mid-semester. Formal report cards will be issued to students twice a school year. Report cards will be issued once after the end of the first

semester and again shortly after the end of the school year. Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. MEVA plans to utilize PowerSchool to insure proper student record maintenance and ease of transfer of student records from MEVA to other public schools within Maine.

Show how the school will monitor and verify student progress and performance in each course through regular assessments and submission of coursework.

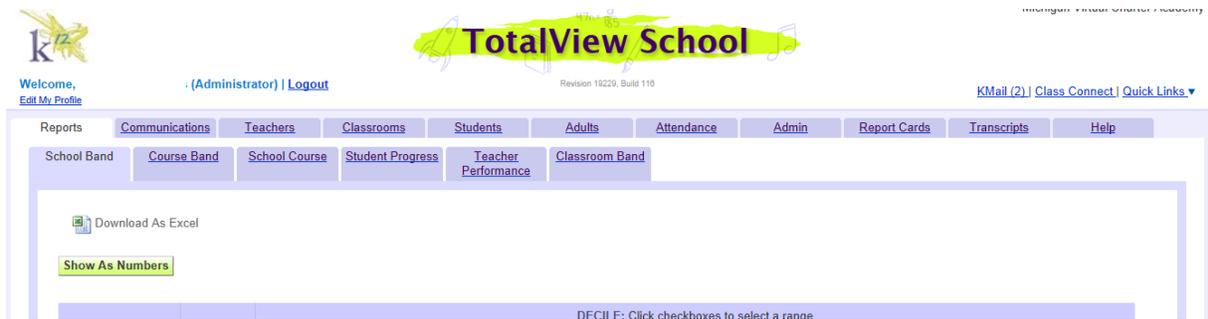
The teacher is responsible for student progress by validating student attendance and course activity, curricular mastery, and assigning course grades. Teachers manage progress by monitoring each assignment, lesson, unit, and semester requirement which includes daily work. Student performance is documented and analyzed in a variety of ways. All reports can be synchronized with state reports for purposes of reporting on the progress and work of the public virtual charter school.

Work Samples: The curriculum provides lesson, unit, and semester assessments to assess student performance for grades 7-12. High school student work is monitored and graded on an ongoing basis by teachers.

High School Student Progress: The Learning Management System allows high school administrators, teachers, parents and students to monitor metrics for student progress bimonthly or more frequently.

Demonstrate how the school will effectively monitor and collect data on enrollment, course loads, credit accrual, proficiency standards and course completion.

TotalView School serves the school—teachers, administrators, and other staff—by providing a secure, internal communications tool, an overview of their students’ current progress and history, and the status of the shipment of curriculum materials. It allows teachers to interact one-on-one with students. TotalView houses student-specific data and is used for a variety of functions, including enrolling students in courses, assigning progress marks and grades, tracking student demographic data, generating student transcripts, and provides a sophisticated means of documenting student engagement in required classroom activities, identification of those students struggling with grade level state content standards, and previous year’s performance on state tests. In addition to Student Information functions, TotalView provides administrators, teachers, parents and students a unified view of student progress, attendance, communications, and learning kit shipment tracking. Using TotalView, MEVA’s administration will be able to generate customized reports in a variety of formats.



The Student Achievement Improvement Process (SAIP), described below in this section, is a planning process in which teachers and administrators work together to come up with a plan to improve student achievement in the school. The SAIP process is continuous—the committee will monitor student achievement at least quarterly, or more often if new information becomes available.

Engrade Gradebook will provide one repository for students, learning coaches, teachers and academic administrators to see graded items from multiple sources. The new Gradebook powered by Engrade will enable the school to define grade set options for the entire school and allow teachers to select predefined options for their classrooms. The Gradebook will calculate grades, including additional manually added items (i.e., Class Connect sessions, Study Island, and work samples) and apply weighting. Students and learning coaches can access the Gradebook on the OLS via Single Sign On (Quick Link) to check grades, assignments and read teacher comments on recently graded items. Learning coaches will have the ability to check grades for all students associated with their learning coach account

USA Testprep

USA Testprep integrates diagnostic assessments, individualized learning, and classroom support to meet the specific needs of students providing the most effective and comprehensive online solution for students needing help with SBAC / CCSS / SAT. USA Testprep review is aligned to the most recent Curriculum Frameworks and shows progress for each student at the Grade Span Expectations level helping us to close any learning gaps and improve scores on student exams. A pre-Test will be taken during the first week of the subject course and then every 6 weeks there will be a benchmark interim assessment. Benchmarks are specific to skills learned throughout the course and will inform decisions for teaching, re-teaching, and targeted labs. The test is mastery-based and will allow for customization of learning paths for students. It utilizes the correlations of the student’s mastery of topics and SBAC/SAT predicted score.

Present the school’s plan for effective systems and procedures for validating the authenticity of student work and accurate attendance and enrollment reporting.

Teachers verify authenticity of student work in several ways. Some of these vary by teacher or course assignment type:

Identification of Student “Voice” and Historical Context

Courses include both computer- and teacher-scored activities and assessments. Teacher scored activities and assessments are generally more open-ended

questions and assignments (e.g. “...write a personal narrative about an important event in your life...”, “...write an analysis of the data you collected in the experiment...,” etc.) Just as in a brick and mortar course, teachers develop a sense of the personal voice and writing style of students. In addition, students tend to develop a pattern of activity and performance in a course. When either the voice or performance of a student varies suddenly or greatly, the teacher may look more closely at the student’s efforts for signs of academic impropriety.

Use of Anti-Cheating Technologies

MEVA and its teachers may subscribe to plagiarism checking services such as Turn-It-In, a service used by some virtual schools utilizing K12 services. Student work is submitted to the service to check for plagiarism when the student turns in their assignment. K12 will continue to improve efforts to verify and ensure authority of student work. For example, teachers can enable browser lockdown technology for any computer-scored assessment in the Learning Management System. It also prevents “screenshots” and copying/pasting to protect the integrity of the test. If a student fails an assessment, in order to retake the assessment, the student’s Learning Coach must log in to give the student access to the assessment. This is so the learning coach can access the review for the assessment with the student and then the student retakes the assessment. Teachers may also give students their assessments via *Blackboard Collaborate* or face to face, if there is an indication that there has been a breach of integrity. In the Online School (OLS), each assessment is date and time stamped so the teacher and school can see when an assessment was taken, how many times an assessment was taken, and what the student score(s) was (were). High-stakes computer-scored assessments typically employ question banks from which the LMS delivers questions chosen at random from the bank. Students then, in essence, are receiving versions of the assessments that no other student received, helping to prevent cheating.

Proctoring

MEVA could require mid-semester, mid-year and/or end of course assessments to be proctored in a live in-person. Unit tests and end-of-semester assessments are most often used for these sessions. MEVA could choose to use passing of these assessments as a requirement for passing a course. In some cases, teachers assess students live in an online environment. In these cases, students may or may not be required to have a web-cam set up so the teacher can see the surroundings near the student and to ensure there is not cheating occurring. Most often, however, the teacher uses an original assessment that the student must respond to orally or in writing in real time, thus reducing the possibility of academic dishonesty.

Restriction of Access

Teachers can restrict the window of time an assessment is available to students to a specific date and time through the use of locking and password protection on the LMS. Limiting the window of access to an assessment reduces the ability of students to engage in dishonest behaviors. Teachers can restrict the time available to students to take an assessment. This prevents students from taking hours to research the answers to a

short assessment in the hopes of obtaining a high grade.

Assessment Design

K12 uses assessment question banks for unit-level computer-based assessments that provide students with a randomized sample of questions covering all unit objectives. Due to the randomized nature, each student receives a slightly different assessment than the others, reducing the chance of sharing of questions and answers. K12 includes open-ended assignments in addition to close-ended activities, which help ensure the authenticity of student work.

State Test Administration and Security Procedures

MEVA students will fully participate in Maine's Comprehensive Assessment System (MeCAS) in all content areas depending on their grade level and disabilities which will measure to what extent students are meeting appropriate grade level Maine Learning Results' performance indicators, Common Core State Standards, and Next Generation Science Standards. The MeCAS assessments will be administered in proctored settings by MEVA certified teachers. All assessments are administered in accordance with applicable test security protocols.

Describe the school's policies and criteria for promoting students to the next level and for graduation from the school.

Maine Virtual Academy's goal is that all students will complete 100% of each course. This is the goal for every student. Enrollment approval date, learning style and pace can cause variations in the rate of progress among students. Together the MEVA teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of the MEVA administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

For grade level promotion, there are guidelines listed below that outline what is minimally expected for promotion. Decisions about grade-level promotion are made only after close consultation between the parent and the teacher about what is in the best interest of the student. Ultimately, final decisions will be made by teachers and the administration.

Throughout the school year, Maine grade level standards will be measured for all MEVA students in grades 7 and 8. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student- teacher interaction along with results from local assessments, integral programs such as Study Island, work submissions, and K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarter, a more detailed report will be sent including an update on proficiency in grade level standards.

It is imperative that all students attend each scheduled individual teacher conference, participate in all local assessments – either face-to-face and/or Class Connect and attend state testing. As their progress is monitored, students may be asked to attend supplemental tutoring sessions for

additional instructional support. Each student is unique and has unique, personal learning needs. MEVA is a public school dedicated to serving these needs using integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels which will be reported on the student's progress reports. Promotion for the next grade level will be determined as the cumulative results of the student's progress and achievement for the school year are analyzed at the end of the academic year.

The MEVA CEO and Program Manager can define Grademark sets/Grade Scale that they want the school to use; instruct teachers on which sets should be used per course, and set default category weighting. Teachers choose the Grademark set /Grade Scale to be used for the classroom, set the category weighting for the classroom, add any additional assignments desired and weight appropriately, and determine if they want to set due dates for any assignments.

Grading Scale

Your school administrator has updated your grading scale options. Please select a new scale appropriate to your class and save your changes.

Select how you would like Engrade to assign grades to students in this class.

Select your grade scale: Letter Grade A -> F

LOW	HIGH	GRADE
90	100	A
80	89.9	B
70	79.9	C
60	69.9	D
0	59.9	F

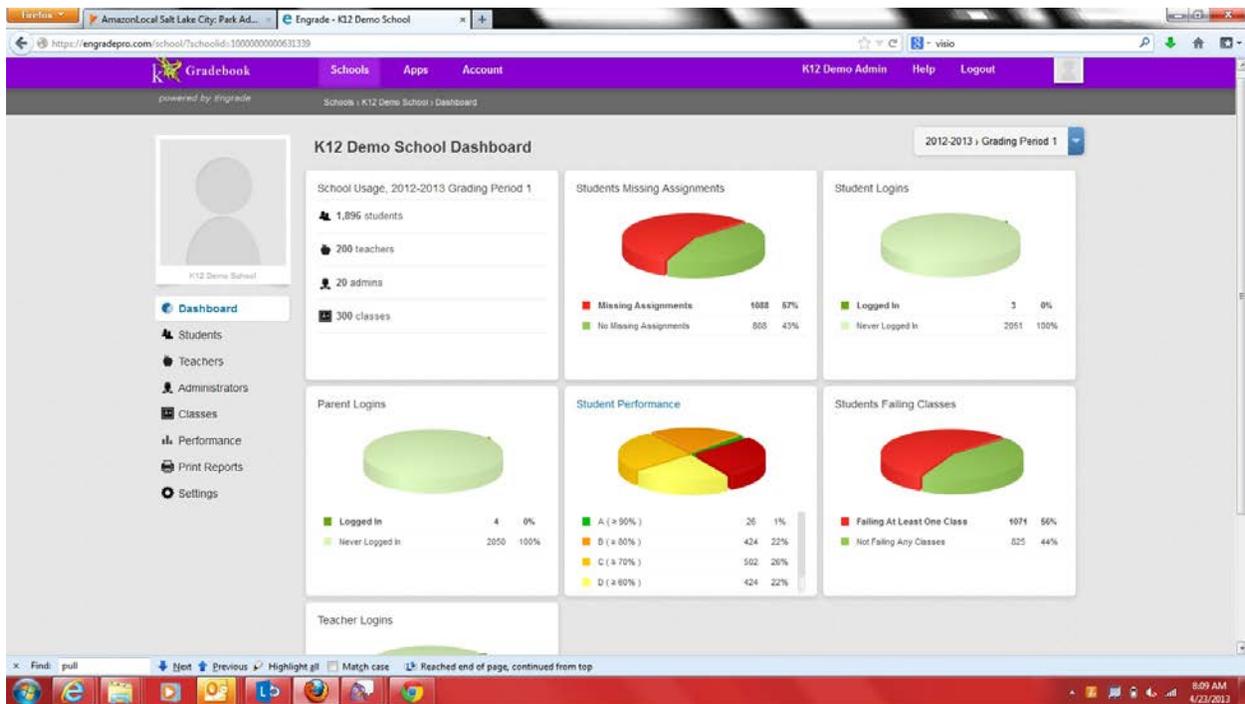
Assignment Categories

Enter categories for your assignments, for example: *Tests, Quizzes, and Homework*. If you select to WEIGHT these categories category will be worth X percentage of students' overall grades.

Weight assignment categories? Yes No

Category	Weighted Percentage	
01. Assessments	40 %	<input type="checkbox"/> Drop Lowest Score
02. Progress	20 %	<input type="checkbox"/> Drop Lowest Score
03. Work Samples	10 %	<input type="checkbox"/> Drop Lowest Score
04. Study Island	20 %	<input type="checkbox"/> Drop Lowest Score
05. CC/F2F	10 %	<input type="checkbox"/> Drop Lowest Score
06.		<input type="checkbox"/> Drop Lowest Score

Upon logging into Gradebook, Administrators see a dashboard of student performance and logs. Each item in the graphs can be clicked and the associated list of students displayed.



Evidence of Mastery (Grades 7-8)

Grades will be determined based on how students perform on teacher graded and computer scored activities within each course. Graded activities may include:

- online or paper-based worksheets and practice sets
- quizzes
- exams (e.g. Unit, Semester, Final)
- threaded-discussions
- essays, research papers, and other writing assignments
- presentations

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester students can view their grades in the Student Progress Report. Teachers, administrators and parents/mentors also have 24-7 access to grade information via course gradebooks.

Grading Policy/Grade Mark Set

Percent Earned Letter Grade Equiv. GPA Pts. Description

0-59.9% F 0.0 0-59.9 Not Passing

60-62.9 D- 0.7 Below Average Minus

63-67.9 D 1.0 Below Average

68-69.9 D+ 1.3 Below Average Plus

70-72.9 C- 1.7 Adequate Minus

73-77.9 C 2.0 Adequate
78-79.9 C+ 2.3 Adequate Plus
80-82.9 B- 2.7 Above Average Minus
83-87.9 B 3.0 Above Average
88-89.9 B+ 3.3 Above Average Plus
90-92.9 A- 3.7 Mastery Minus
93-100 A 4.0 Mastery

Academic Advancement (Grades 7-8)

It is important to understand that the decision to advance a student to the next course or grade level is made jointly by the parent and teacher. The decision focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Maine Virtual Academy and the K12 curriculum. MEVA understands children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. MEVA focuses on mastery of lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of most lesson objectives.

Maine Virtual Academy allows students to advance to the next course level at any time of the year up to April 30. Parents and teachers evaluate every student's course level and grade level prior to the conclusion of the current school year. This evaluation does not affect course level changes, which can be made at any time up to March 30.

Together, the MEVA teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of the MEVA administration. Sufficient progress in all courses is expected before course level advancement in one area may be considered.

Grades 7-8 Promotion and Retention

Throughout the school year, Maine grade level standards will be measured for all MEVA students in grade 7-8. At the end of each quarter, a snapshot will be created for each student that outlines actual course progress and expected progress for that point in the school year. Learning goals will also be defined from student-teacher interaction on the Individualized Learning Plan (ILP) along with results from local assessments, integral programs such as Study Island, work submissions, and K12 Online School. The learning goals will be monitored for the entire school year. At the end of the 2nd and 4th quarter, a more detailed report will be sent including an update on proficiency in grade level standards.

It is imperative that all students attend each scheduled individual teacher conference, participate in all local assessments – either face-to-face and/or Blackboard Connect, and attend state testing. As their progress is monitored, students may be asked to attend supplemental intervention sessions for additional instructional support. Your student is unique and has unique, personal learning needs. Maine Virtual Academy is a public school dedicated to serving these needs using integral tools for gathering information about individual strengths and weaknesses and

monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels which will be reported on the student's progress reports. Promotion for the next grade level will be determined as the cumulative results of the student's progress and achievement for the school year are analyzed at the end of the academic year.

MEVA celebrates the individuality of our students, fostering individual strengths to help each child develop to his or her fullest potential. Where ever a student performs on the academic spectrum, the learning goals that have been created for him/her will drive his/her instruction whether it is grade level curriculum, the Advanced Learner Program (ALP), or an Individualized Education Plan (IEP), a student will have every opportunity to be successful and evaluated fairly and objectively.

Grades 7-8 Retention Guidelines

It is a serious consideration to retain a student in his/her present grade level. If it has become apparent, after discussing the issue with the learning coach/parents, and other teachers who serve the student that a student will need to be retained for next school year, the following will take place prior to sending in the required documents to the Program Manager.

1. Total View (TVS) notes should indicate communication with the learning coach/parent of the possibility for retention. The notes should also include the reason for the retention and be easily identified by subject line title. The Program Manager should be able to easily find the communication for review.
2. If the necessity to retain the student is determined, the communication should be messaged to learning coach/parents by April 15.
3. If the retention is due to lack of progress throughout the year, parents should be given clear curriculum progress and attendance goals, e.g. altered student OLS plan. If 80% of the OLS curriculum is not possible, retention should be discussed with learning coach/parent and documented in TVS notes.
4. If the retention is due to lack of skills to be successful in the next grade level, the learning coach/parents should be given interventions for their students to utilize over the summer. Retention should be discussed with learning coach/parent and documented in TVS notes.
5. Teachers should complete the retention document in its entirety, send the document to the Program Manager for approval, and discuss each individual student with the Program Manager.
6. The Individualized Learning Plan (ILP), as well as any other documentation needed for review, will be attached to the retention document.

Online School (OLS) Progress

The K12 curriculum helps students master state standards. Therefore, it is always recommended that students master all core lessons on the Online School. The goal will be 100% progress unless otherwise determined by the teacher.

Teachers will provide a list of assignments from the Online School that should be submitted directly to the teacher. This work will allow the teacher to give detailed feedback. It is important that students master and retain their work and not just work through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be completed again. In addition, students should have their own student account and should not have access to teacher guides or answer keys.

Communication with the student's teachers is another key to our unique partnership. Parents are not only encouraged to be involved, they are welcomed as partners. Students who ask for assistance from their teachers have shown greater success in this type of virtual model. To assure that students are meeting mastery, each student and parent should be available to attend weekly and bi-weekly conferences set up by the teacher, as well as weekly homeroom meetings, and Classroom Connect sessions. Students need to attend and interact with their teachers and other students during these sessions. Students who become actively engaged with their teachers and other students achieve at a higher level.

Grades 9-12

The graduation requirements for MEVA will meet or exceed the State of Maine graduation requirements as stated in MRS Title 20-A M.R.S.A. §4722(2) High School Diploma Standards, §4723 Health and Physical Education, and §4724 Computer Instruction; and §4722-A Proficiency-based diploma standards. In the Spring of a student's 8th grade year, a graduation plan will be developed that will set forth the courses that the student will take each year of high school in order to graduate within four years. For new high school students entering MEVA, a thorough transcript review will be completed by the high school counselor upon enrollment and a detailed graduation plan for the student will be developed immediately. Students will not be promoted to the next grade until they have earned enough credits to stay on track for graduation. Student graduation plans will be evaluated for each high school student every semester and changes will be made, if necessary. Maine Virtual will work with students on plans for credit recovery in cases where students begin to fall behind on earning credits towards graduation.

Prior to January 1, 2018, MEVA students will be required to earn the following 24 credits to graduate. The following chart indicates how high school students will be classified based on the number of credits earned.

Number of Credits Earned	Grade Designation
Less than 6	Grade 9
More than 6, but less than 12	Grade 10

More than 12, but less than 18	Grade 11
More than 18	Grade 12

Prior to January 1, 2018, Maine Virtual Academy will award a high school diploma to students who have earned these 24 credits:

English/Language Arts	4 Credits
Social Studies	3 Credits
Mathematics	4 Credits
Science and Technology	4 Credits (2 credits must include laboratory study)
Health and Physical Education	1.5 Credits
Technology	0.5 Credits
Fine Arts	1 Credit
World Languages	2 Credits
Electives	4 Credits (Social sciences, human development, fine arts, technology, and science)
Total Credits	24 Credits

In order to graduate, all Maine Virtual Academy students will also be required to perform a documented 30 hours of community service. Students will work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice. MEVA plans to reach out to various organizations to provide community service or other service learning opportunities to students and parents. These offerings should be extremely helpful for our high school students who are working to obtain the 30 community service learning hours required by the school for graduation.

Beginning on January 1, 2018, in order to receive a diploma, MEVA students will be required to demonstrate proficiency (MEVA proposed target is 90% proficiency in 2022 with annual improvement projections between 2017 and 2022) on the NECAP (SBAC), PSAT/SAT, and lesson/unit/end of course assessments. (see **Tab 9** Performance Indicators).

In accordance with Maine law § 4722-A, developing a proficiency-based system of learning, after January 1, 2018, the awarding of a diploma from MEVA will be contingent on the demonstration of proficiency through successful completion of coursework and approved extended learning experiences in the content areas identified in Maine’s Learning Results Standards and meeting the cross-content performance standards of the Guiding Principles of the Learning Results. Graduating students must also fulfill any other requirements specified in the MEVA graduation policy.

The CEO shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents/guardians at the start of their ninth grade school year. This policy will be included in the MEVA student handbook.

I. Students who anticipate graduating in the Class of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma:

A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results.

- English language arts
- Mathematics
- Science and technology
- Social studies
- Health education and physical education
- Visual and performing arts
- World languages
- Career and education development

Based on the recommendation of the CEO, the Board will adopt a set of graduation standards and performance indicators for MEVA that align with the content-area standards of Maine's Learning Results Standards.

B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

A student graduating from MEVA is expected to be:

- A clear and effective communicator
- A self-directed and life-long learner
- A creative and analytical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

Based on the recommendation of the CEO, the Board will adopt a set of graduation standards and performance indicators for MEVA that align with the Guiding Principles of Maine's Learning Results Standards.

C. Complete 30 hours of documented community service

II. MEVA will offer all students multiple ways to achieve and demonstrate proficiency in the School's graduation standards. Educational experiences available to students include, but are not limited to:

- Academic courses offered by the school
- Early college/dual enrollment courses
- Career and technical education programming
- Apprenticeships, internships, fieldwork
- Community service

- Independent study
- Alternative education/”At Risk” programming

III. MEVA will encourage its students to explore a broad range of learning experiences, including extended learning opportunities that take place outside of the school. To pursue an extended learning opportunity, a student must present a detailed plan, including how the experience helps the student meet the district’s graduation standards. Each extended learning opportunity must provide a quality learning experience comparable in rigor to other learning experiences offered by MEVA. Extended learning opportunities must be approved by the CEO/designee.

IV. In order to receive a diploma from MEVA, students must demonstrate that they have engaged in educational experiences relating to graduation standards in English language arts, mathematics, science and technology, and social studies in each year of their secondary schooling.

V. While most students will satisfy graduation requirements over the course of a four year academic program, students may also take more or less time to do so, based on their distinct learning needs.

Electives

MEVA will provide a wide array of electives that enriches students’ education in essential areas—including those identified by 21st Century Skills and STEM initiatives—and will leave MEVA students well-prepared for the world beyond high school (**please see Course List in Tab 43**). Included among these electives are:

- | | |
|-------------------------|---|
| • Journalism | • Contemporary World Issues |
| • Public Speaking | • Fine Art |
| • Creative Writing | • Music Appreciation |
| • Environmental Science | • Art History |
| • Forensic Science | • Personal Finance |
| • Anthropology | • Integrated Math |
| • Psychology | • Accounting |
| • Economics | • Introduction to Entrepreneurship I & II |
| • Civics | • Introduction to Marketing I & II |
| • Sociology | |

As described previously in Section A.2, the MEVA curriculum will provide instruction in all eight content areas of the system of Maine Learning Results and will provide a structure that allows all students to achieve proficiency in the state standards in all content areas of the system of learning results.

Describe how the school will use assessment information to modify the educational program and improve instruction, student learning and staff development.

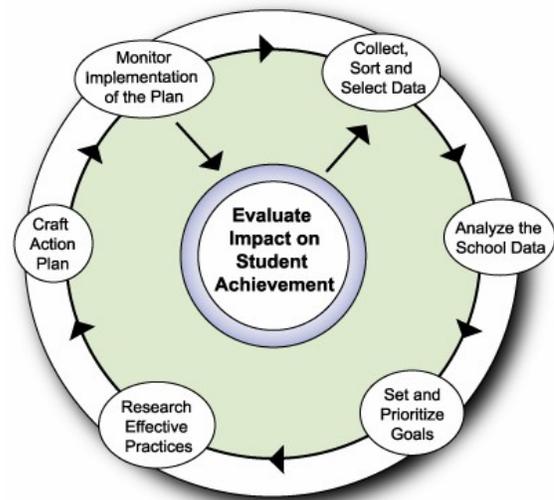
The school’s Student Achievement Improvement Process (SAIP) will be a primary means

of self-evaluation of the curriculum, instructional methods and practices on an annual basis when MEVA is operational. The SAIP process is a multi-stage planning process which will take into consideration data collected about the success the school is having in reaching its academic and nonacademic goals as stated in measurable terms in this charter application. The SAIP process allows school leaders to provide continuous professional development around gathering, interpreting and using data to improve instruction and student learning. The SAIP process also provides up-to-date data for the CEO to provide to the governing board regarding progress and success the school is experiencing in reaching its goals.

The stages of the SAIP process are:

SAIP Planning Process

1. Prepare for Readiness to Benefit
2. Collect, Sort, and Select Data
3. Analyze the School Data
4. Set and Prioritize Goals
5. Research Effective Practices
6. Craft Action Plan
7. Monitor Implementation of the Plan
8. Evaluate Impact on Student Achievement



Stage 1: Prepare for Readiness to Benefit

The School Achievement Planning Team (representatives from all aspects of the school, including Human Resources, Operations, and Finance) must be aware of their own readiness, abilities, and willingness to embark in a collaborative strategic planning process. All Team Members should:

- Have completed training in conducting effective meetings
- Understand how decisions are made
- Agree on decision-making strategies for working toward consensus
- Commit time to meet and resources to support this work
- Assure open communication and trust among members
- Possess an understanding of the purpose of the SAIP process

Stage 2: Collect, Sort, and Select Data

- Team collects and sorts information from previous school records, past performances on state testing, anecdotal information from parents, and other sources
- Team verifies data is current and correct
- Team accurately tags students in TotalViewSchool

Stage 3: Analyze the School Data

- Team analyzes school data to understand current student achievement
- Team displays achievement and other data types in ways that are understandable to all audiences and stimulates shared responsibility
- Team clearly articulates answers to the following questions:
 - Who are the specific groups of students at our school (i.e., at-risk, minority, advanced learner, etc.)?
 - How does each of these groups perform on various measures?
 - What does this data tell us about the strength and weaknesses of the program for these specific populations?
 - Team schedules frequent data reviews and considers whether new information should change SAIP

Stage 4: Set and Prioritize Goals

- Team identifies three-to-five areas based on data review. Goal-setting includes answering questions such as:
 - What state goals are required to meet proficiency and progress goals in the Maine School Performance Grading System?
 - What are the areas of greatest need based on student achievement in subgroups?
 - Which strategic areas have the highest potential for impact?
- Team follows a systematic process to develop focused, student-centered, measurable, realistic, and time-bound goals to improve student achievement
- Team discusses desired and anticipated gains from SAIP implementation

Stage 5: Research Effective Practices

- K12 Inc. provides programs - NWEA MAP testing, Study Island, Class Connect, and others - that have proven to be effective and should be imbedded throughout the SAIP.

Stage 6: Craft Action Plan

- The Team creates an SAIP Action Plan that converts data analysis into action. Time spent in detailed planning at this stage is critical. The Action Plan should be detailed enough so that all staff members understand their role, stakeholders see a clear focus, and measurable goals are identified.

Stage 7: Monitor Implementation of the Plan

- Team monitors SAIP action plan quarterly or as new information/data is obtained
- Team discusses the progress of the Action Plan and its impact on student achievement
- Team assures the activities and tasks for each goal are moving forward under the identified timelines
- Team considers what revisions are needed to accomplish the learning improvement goals and increase student achievement

Stage 8: Evaluate Impact on Student Achievement

Evaluating the impact of the SAIP brings the process full circle. It is a time to measure SAIP effectiveness, determine which practices will be continued, and start the process again.

- Team collects and analyzes data to determine if SAIP goals were met and if student achievement resulted
- Team evaluation report creates an SAIP to implement the following August

The SAIP process allows school leaders to provide continuous professional development around gathering, interpreting and using data to improve student performance. The SAIP process is what is considered a “living” process and is continuous throughout the life of the school to ensure growth and improvement in educational program.

In addition to the SAIP process, MEVA will also be involved in self-assessment and evaluation in other ways. School staff will regularly track and report to the Board, administrators, teachers, and students the successes and challenges the school is experiencing in realizing the school’s vision, achieving its mission, and accomplishing its goals and objectives.

Required Tab

9. Performance Indicators Template

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**Tab 9 - Maine Charter School Commission
Performance Indicators, Measures, Metrics and Contract Evaluation Criteria**

Approved 6/5/12

School Name: Maine Virtual Charter Academy			Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence
Indicator	Measure	Metric			
Student Academic Proficiency	<u>Measure 1:</u> Proficiency on state test	% of students scoring at "proficiency" or above on state assessments in ELA and Mathematics	<u>Measure 1:</u> In Year 1 the baseline will be established by the % of students who are proficient. In each subsequent year the students who have been with the school for a full academic year will count toward the improvement projections. Based on the % proficient and the target of 90% proficiency in 2022, the difference will be divided across the years to set an annual improvement projection. (For example: 69% of students are proficient in 2015. 90%-69% = 31% 31% improvement = 3% each year)	Annual State assessment (SBAC)-fall	Maine School Performance Rating System
	<u>Measure 2:</u> Proficiency on college readiness test	% of students scoring at each state- defined performance level on ELA and Math	<u>Measure 2:</u> In grades 10, 11, and 12 results from the PSAT or SAT, student scale scores will be converted to the proficiency categories of SBAC. Using students who have been enrolled for a full academic year, MEVA will show at least a 2% increase in college and career readiness.	PSAT-fall; SAT-Spring SBAC-fall	State Test Results NWEA Internal Tests, Quizzes, and Performance Projects
	<u>Measure 3:</u> Proficiency of school developed assessments	% of students considered proficient on school assessments in specified subject areas	<u>Measure 3:</u> Students in grades 7 and 8 will utilize lesson, unit, and end of course assessments. Students must master (Mastery = 80% or better) 90% of the curriculum in language arts, math, history, and science. A minimum of 70% of students in grades 9-12 will pass their language arts and mathematics courses.	On-going assessments in the Online School (OLS) for grades 7 & 8; Semester pass rates for grades 9-12	Grade book exports and reports
Student Academic Growth	Value added, nationally normed	% of students who make one year's growth	Determined in the contract based on school goals	Fall baseline and Spring growth reports	USA Test Prep Interim assessments

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence
	<p>Establish benchmarks for each student from ILP</p> <p>Proficiency on state test</p> <p>RIT ranges</p> <p>Proficiency toward state standards</p>	<p>% of students moving to a higher performance level for academics and goals of the charter school</p>	<p>100% of students will have an ILP in the first 9 weeks</p> <p>Rubric established and other evidence identified</p>		<p>NWEA</p> <p>State test</p> <p>Individualized Learning Plan (ILP)</p> <p>Intervention Action Plans</p>
<p>Achievement Gaps in proficiency and growth between major student subgroups</p>	<p>Gaps in proficiency and growth between major student subgroups</p>	<p>Gaps as determined by Maine's ESEA-based accountability system</p>	<p><u>Year 1:</u> Baseline data will be collected. A Comprehensive Needs Assessment (CNA) will be completed as a part of the School Improvement Process. Measurable goals, objectives, and strategies for gap closure will be identified and resources aligned. Specific target to be negotiated in the contract.</p> <p><u>Year 2:</u> The School Improvement Plan including the gap closure measurable goals, objectives and strategies will be implemented and evaluated on an on-going basis. A CNA will be conducted. and the School Improvement Plan will be updated annually.</p>	<p>NWEA Evidence to be available tri- annually;</p> <p>SAT/PSAT available annually; SBAC available annually;</p> <p>Study Island available bi-weekly</p> <p>Where available, state data for comparison schools will be also reviewed.</p> <p>Intervention Action Plan and ILPs quarterly</p> <p>School Improvement Plan annually</p>	<p>School Improvement Plan</p> <p>Annual Comprehensive Needs Assessment</p> <p>Test Scores</p> <p>All data sources- NWEA, SAT, PSAT, SBAC, MHSA, Study Island, USA Test Prep, Engrade, lesson and unit assessments</p>
<p>Student Attendance</p>	<p>Average Daily Attendance Rate</p> <p>Individual student attendance rate</p>	<p>% of students attending a target percentage of days</p> <p>Individual Attendance Rate</p>	<p>MEVA will use MEDMS system for reporting data</p> <p>Average daily attendance rate will be 93%</p>	<p>MEVA will use MEDMS system for reporting data</p> <p>Operators to be required to report student attendance data in</p>	<p>MEVA will use MEDMS system for reporting data</p> <p>Truancy Tracker</p>

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence
	Unexcused absences	%of student exceeding a particular number of truancies in a given time period	School data to be compared with state average and for “comparison band” schools Students will have no more than 10 unexcused absences annually. An escalation and remediation process will begin with 5 unexcused absences.	accordance with state regulations on truancy and dropouts Individual attendance is tracked daily in the Online School (OLS) and is reported in the K12 Reports server.	Weekly attendance reports Individual attendance is tracked daily in the Online School (OLS) and is reported in the K12 Reports server.
Recurrent Enrollment from Year to Year	Student re-enrollment from one year to the next Continuous enrollment of students for multiple years	% of students re-enrolled from one year to the next % of students continuously enrolled for multiple years	<u>Year 1:</u> 80% re- registration <u>Year 2 and beyond:</u> 2% improvement target for each year after Year 1 Enrollment records	Reviewed semi-annually	Re- registration rates reports Analysis of reason for not re- registering and recommendations made to the Board to reduce mobility going forward.
Postsecondary readiness (for HS)	Graduation Rate	Federal 4-year ACGR Maine-determined graduation rates, as determined under Title 20-A MRSA, section 5031, subsection 1	<u>Year 1:</u> Baseline data will be collected and graduation rates will be set for Years 2-5 based on 4, 5, and 6 year cohorts with a 5% improvement target each year.	Annual Review	State reports
	Success in dual enrollment courses	% of students completing dual enrollment courses	<u>Year 1:</u> Baseline data will be collected and performance projections will be set based on the data received in Year 1.	Semi-Annually	Student Transcripts
	SAT or ACT Scores	% of students scoring at or above the state average on SAT tests	<u>Year 1:</u> Baseline data will be collected. Using students who have been enrolled for a full academic year, MEVA will show at least a 2% improvement in students reaching the state average or above the state average on all measures defined by the SAT in reading, writing, and mathematics.	As reports are received.	SAT score reports using recommended college readiness SAT benchmark of 1550

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence
	Enrollment in post-secondary institutions (college, trade and apprenticeship)	% of graduates enrolled in a post-secondary institution (college, trade & apprenticeship) by Feb of Year 1 after graduation	Using the Individualized Learning Plan which combines students' interests, goals, and abilities to form a path so that as they matriculate from high school they can enter the post-secondary option of their choice. It is projected that in Year 1 60% of graduates will pursue a post-secondary education, 10% will join the military and 30% will enter the work force. Each year thereafter graduates will meet or exceed the Maine state averages of pursuing a post-secondary education, joining the military, and entering the work force.	March of each year	Survey results ILP with 4- year plan
	For students not enrolled in post-secondary institutions, full-time employment or military enlistment	% of graduates not enrolled in post-secondary institutions but employed full-time or enlisted in the military by Feb. of Year 1 after graduation	Using the ILP which combines students' interests, goals, and abilities to form a path so that as they matriculate from high school they can enter the post-secondary option of their choice. Year 1 will be 25% in the military and 75% in the workforce Each year thereafter will meet or exceed the Maine state average.	March of each year	Survey results ILP with 4- year plan
Financial Performance and Sustainability	Budget versus Actual revenue & expenditures External audit reports	% variation between budget and actual revenue & expenditures Balance Sheet Presence of management findings or deficiencies on an audit report, and success in correct findings	School will produce monthly financial reports, and evidence that reports are reviewed by governing board When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration.	Quarterly financial reports available to the authorizer	Annual financial audit (each fiscal year)- by a qualified, certified public accountant or public accountant certified by the Board of Accountancy
Governance Board	Public Accountability-	Board operations consistent with By-	The MEVA governing Board will meet one time per month	State and Federal IRS forms are regularly filed	A Board Annual Calendar will be

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence
Performance and Stewardship	Transparent, responsive and legally compliant Board operation Oversight of school leadership team Board professional development	laws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest	Evidence of bylaws and policies in place and are regularly reviewed. 100% of policies will be reviewed on an annual basis. The Board will participate in at least 12 hours of professional development each year.	and available to the public Authorizer to conduct semi- annual interviews with Governance Board Chair and chief executive officer Meeting minutes, conference registrations, contracts with consultants	created. It will account for compliance items, academic performance indicators, financials, and policies which are reviewed cyclically.
Adequacy of Facilities Maintenance in Support of Program	n/a	n/a	n/a	n/a	n/a
School Social and Academic Climate	Instances of bullying, harassment, or other abusive practices Confidential surveys of parents, staff and students regarding social and academic climate Emotional/ social growth of students	Reports of actual or suspected bullying, harassment or other abusive practices % of surveyed parents, staff and students who express satisfaction with school's social and academic climate Survey of students and staff	The school will maintain the same state and federal reporting requirements as for public schools. 100% of staff trained in cyber-bullying prevention; sessions presented to students and families semi-annually on cyber-bullying. School will participate in the state student climate surveys; data compared with comparison schools; <u>Year 1</u> : baseline of satisfaction data; in subsequent years, the target will be a 2% improvement on parent satisfaction percentages from the previous year.	Reviewed annually Fall and spring for K12 parent and high school student satisfaction surveys	K12Training.com reports; Student/ Family handbook K12 Parents and High School student satisfaction results reported to the governing Board semi-annually Collection of recordings, attendance logs from student and staff bullying training. Parent, Teacher, Student Satisfaction

Indicator	Measure	Metric	Target to be negotiated in contract with charter school operator	Dates and Frequency for Collection of Evidence	Evidence
Parent and Community Engagement	Partnerships	Partnerships with community organizations and representatives, including local non-charter public schools	100% of students will be meaningfully connected to at least one outside of school activity. MEVA will develop a portfolio of meaningful corporate and community partners.	Annual review of partnerships as a part of The School Improvement Plan	Survey Results The School Improvement Plan
	Communication Systems	Regular & clear communications to and from parents and caregivers regarding operations of the school and about their children specifically	100% of staff and students and families will utilize the kmail communication and documentation system. Parent participation in The School Improvement Team and the Parent Advisory Committee (PAC).	Parent participation logs annually for The School Improvement Plan.	The School Improvement Plan signature pages Parent Advisory Committee (PAC) meeting notes
	Parent participation in their children's education and in operation of the school	Participation in parent- teacher meetings Parent and family participation in school- sponsored activities, including volunteer and fundraising activities	100% of families will meet with teachers for Individualized Learning Plans (ILPs) 100% of learning coaches will login to the Online School (OLS) Targets to be established in the contract and noted in school handbooks for parents and students Plan for parent conferences established, and records maintained	ILP Data Weekly The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices School will present evidence of parental feedback and their subsequent actions Login data weekly n/a	ILP Documents and Reports Login reports Parent Satisfaction Survey Results Title 1 Parent Meeting Forms "Hits" on Strong Start Website
Transportation and Food Service	n/a	n/a	n/a	n/a	n/a

Summary of Performance Compliance by Indicator

<i>Indicator</i>	<i>Meets Contract Agreement</i>	<i>Partially Meets</i>	<i>Does Not Meet</i>
Student Academic Proficiency			
Student Academic Growth			
Achievement Gaps in proficiency and growth between major student subgroups			
Student Attendance			
Recurrent Enrollment from Year to Year			
Postsecondary readiness (for HS)			
Financial Performance and Sustainability			
Governance Board Performance and Stewardship			
Adequacy of Facilities Maintenance in Support of Program			
School Social and Academic Climate			
Parent and Community Engagement			

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A.5 School Climate and Discipline

Describe the strategies the school will employ to develop and sustain a safe and supportive school climate that supports fulfillment of the educational goals. Explain the school’s student behavior philosophy, discipline policy and code of conduct for both the general student population and for students with special needs. The full discipline policy should be included as an attachment if already developed.

Maine Virtual Academy (MEVA) staff and students will be engaged in creating and sustaining an emotionally, physically, and socially safe school climate: a goal that shall be communicated to students and parents through the Student Code of Conduct (**Tab 10**) and Student Handbook. The very nature of the virtual learning environment is designed to support teaching and learning in a remote (often more structured and familiar) educational setting, to allow for flexibility of pace and place, access to unlimited information and potentially like-minded peers, academic autonomy, and unique opportunities for socialization. There is a greater opportunity for one-on-one interaction with mentors, teachers, and learning coaches and an opportunity to practice social skills within a safe and structured environment.

Disciplinary procedures shall be consistent with applicable requirements of Maine 20-A MRS 1001. Student offenses will dictate the severity of the consequence MEVA will impose. In addition to the specific offenses set forth in detail in the Student Code of Conduct (**Tab 10**), MEVA has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of MEVA in accordance with the law. A student has the right to certain discipline procedures as outlined in the Student Code of Conduct.

In order to develop and sustain a safe and supportive school climate that supports fulfillment of MEVA’s educational goals, MEVA’s Student Code of Conduct (please see **Tab 10**) offers and in depth outline of the following policies:

- Search and Seizure Policy
- Disciplinary Meetings and Action
- Procedures for Suspensions of 3 Days or Less
- Procedures for Suspensions of up to 10 Days
- Appeals Process for Students Recommended for Expulsion
- Process for Students Recommended for Expulsion
- Parental Grievance Process

Please see **Tab 11** for MEVA’s Seclusion and Restraint Policy.

Suspension and Expulsion of Students with Disabilities

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, a school must consider whether the student has a disability evidenced by an IEP. While all students may be disciplined, it is both illegal and unjust to punish a child when the offense is directly related to his disability or when the IEP is not implemented. A student with

mental retardation can never be suspended without either the written consent of the parent or by written approval of the Maine Department of Education.

Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. A “change in placement” is a legal term that applies to the following situations:

- Any suspension (even one day), expulsion, or transfer to another school of a student with mental retardation.
- A suspension, expulsion, or disciplinary transfer to a remedial disciplinary school for either more than 10 consecutive school days or more than 15 cumulative school days in a school year is a change in placement. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 15 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions may be found if the student is suspended for behavior that is “substantially similar” to behavior for which the child has previously been suspended. Factors may include same type of behavior, same victim, same class, same day of the week, or same time of day.
- If the offense is not committed by a student with mental retardation or if suspensions do not exceed 10 consecutive or 15 cumulative days nor constitute a pattern of suspensions, then it is not a change in placement and the student may be subject to the same consequence the school applies to all students who violate the Code of Student Conduct.
- If the offense is a change in placement, the school team (including the parent) must hold a

Manifestation Determination meeting to determine two issues:

- Was the student’s misconduct caused by or directly and substantially related to the student’s disability?
- Was the student’s misconduct a direct result of the school’s failure to follow the child’s IEP?

If the team answers yes to either question, then the student’s behavior is a manifestation of his/her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with a conduct issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct issue.

If all team members agree that the student’s conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. If a parent disagrees with the team’s decision that the behavior was not a manifestation of the student’s disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student

must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

The Maine Department of Education is no longer requiring submission of **Tabs 12 and 13**, Disciplinary Removal of Students with Disabilities and Disciplinary Removal of Students with Disabilities – Administrative Procedures, respectively.

Discuss how you plan to address bullying and harassment as a specific issue. How will that fit into your discipline policy or code of conduct, if you have one, and how will staff be trained to be sensitive to the conditions that create or support bullying.

It is the intent of Maine Virtual Academy Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly and respectful school environment that is conducive to teaching and learning. Please see **Tabs 15 and 16** for the Anti-Bullying and Anti-Harassment Policies in their entirety.

The Board also believes that promoting ethical and responsible behavior is an essential part of the school unit’s educational purpose. Ethics, responsible behavior and “character” are important if a student is to leave school as a “responsible and involved citizen” as described in the Guiding Principles of Maine’s system of Learning Results. Bullying interferes with the accomplishment of this goal.

MEVA’s Student Code of Conduct (**Tab 10**), explicitly prohibits Bullying, which includes cyber-bullying. Consequences of bullying include:

- Discuss incident with student.
- Hold a disciplinary meeting with parents/guardians, student, and staff members
- Determine alternative discipline if appropriate
- Suspend student from school privileges.
- Suspend student from school if above interventions are not effective.
- Expulsion is also possible when the nature of the incident is serious or repeated

MEVA recognizes that bullying may take place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students.

Students and parents may file complaints of bullying to teachers and staff. MEVA will have both an informal and formal complaint process in place to address all complaints, including bullying. The school handbook will include a detailed overview of both the informal and formal complaint processes.

MEVA will provide annual training on preventing, identifying, responding to, and reporting incidents of bullying to administrators, school employees, and volunteers who have significant contact with pupils. Additionally, MEVA will provide twice annually educational programming for pupils and parents on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying.

Discuss how staff and students will be engaged in creating and sustaining a learning community atmosphere emotionally, physically and socially safe. Describe how this climate will support academic growth, development and risk taking that expands learning.

Professional communities of learners, in which students, teachers, and administrators continuously seek and share learning and then act on what they learn enhances the effectiveness of professionals so students become the benefactors. This professional learning community is a powerful strategy assisting in development of a positive, productive school environment and culture. The attributes of professional learning communities are:

1. Supportive and shared leadership,
2. Collective Creativity,
3. Shared values and vision,
4. Supportive conditions, and;
5. Shared personal practice.

The outcomes of these types of communities are:

1. Decreased Dropout rates and fewer classes missed by students,
2. Lower rates of absenteeism,
3. Increased learning,
4. Greater academic gains, and;
5. Smaller achievement gaps between students from different backgrounds.

Through the participation in a professional learning community, professional development allowing for collaboration of all staff and students, teachers become more effective and student outcomes increase. The goal of school is to provide development of the administration, staff and students through supportive and shared leadership. Professional development by regional staff, internal staff, and support staff is key to the success of developing a positive, proactive learning community which will support academic growth, development and risk taking that expands learning.

MEVA staff and students will also be engaged in creating and sustaining an emotionally, physically, and socially safe atmosphere by upholding the MEVA code of student conduct. The code of conduct particularly prohibits the communication of any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. It also prohibits the physical, verbal, and non-verbal intimidation and bullying of members of the school community. Furthermore, MEVA strictly enforces rules prohibiting harassment as well as the possession of a weapon. The engagement in any of these infractions will have severe consequences.

MEVA teachers will work with other virtual academy staff to develop innovative programs for students and solve problems that are unique to the virtual school setting. MEVA teachers will receive training on issues specific to the social and emotional health of students in a full-time virtual school. MEVA teachers will use this training in their classroom and student interactions. Teachers will respond to concerns about students' emotional and social health by meeting with students and families as appropriate. Establishing a school community by meeting the academic needs of the students and the student's desire to create clubs, attend meet-ups and

other student led experiences is one of the many keys to meeting the social and emotional needs of students and to the success of a virtual academy.

Describe the social and emotional services that you expect will be needed by your students.

and

Describe how school staff and administration will collaborate in the identification of these needs and the programs, resources and services that will be provided to meet the social and emotional needs of the student population.

Today students experience a wide range of social and emotional needs that easily derail learning. To be fully successful in school, starting at an early age the student must develop competencies allowing them to navigate the stresses and complexities of daily living. To assist students in this form of development, the school will provide a comprehensive, developmental approach to this domain.

An effective social and emotional learning program supports students, families, and staff to develop essential skills. The goals of such programming through general education interventions are as follows:

1. Increased academic achievement
2. Lessen problematic behavior
3. Strengthen classroom and learning relationships
4. Reduce drug, alcohol, and tobacco usage
5. Support retention through to post-secondary living
6. Enhances life and career success

MEVA will utilize a team approach to meet the social and emotional needs of the student population. Part of the team approach includes activities and support focused on the following:

1. Clarifying the needs and goals regarding social-emotional learning.
2. Review and stay updated on the current science of emotional intelligence.
3. Identify the key ingredients for successful, measureable implementation for students, staff, parents, and the community.
4. Create individualized plans to optimize social-emotional learning in the school and community programs.

Students who choose to enroll in virtual academies do so for a variety of reasons. In many cases, they are academically at risk. Often, they report having been socially ostracized or bullied in their previous schools. There is a fairly sizeable group of students who have experienced what researcher Deidre Lovecky describes as a type of “intellectual/socio-emotional asynchrony.” This asynchrony happens when children with average or above average academic ability can conceptualize what they are not otherwise able to emotionally or socially manage. This is fairly typical of, for example, students with gifts and talents who also happen to be on the autism spectrum and who often look to virtual academies to continue to challenge them intellectually while supporting their unique socio-emotional challenges.

The very nature of the virtual learning environment can address some of these challenges. The system is designed to support teaching and learning in a remote (often more structured and familiar) educational setting, to allow for flexibility of pace and place, access to unlimited information and potentially like-minded peers, academic autonomy, and unique opportunities for socialization. There is a greater opportunity for one-on-one interaction with mentors, teachers, and learning coaches and an opportunity to practice social skills within a safe and structured environment.

The MEVA Family Support Team will help eliminate the barriers and risk factors that make students vulnerable to falling behind in classes, failing classes, or dropping out. With an ongoing responsibility to build relationships outside of the school, the team advocates for local and national resources to give students access to necessary social services. The goal is to build within the school an infrastructure of support, before needs arise, for anything that may jeopardize a student's education, such as medical challenges, domestic issues, legal trouble, or even computer and Internet problems.

Counselors are also crucial in that they assist students with non-academic issues related to social, emotional, or cognitive development and personal health and safety. Teachers, parents, and administrators will strive to engage students in constructive activities that will educate the whole student. For instance, there will be frequent opportunities for socialization with fellow MEVA students including special interest clubs, community-based service projects, leadership training, and field trips. Student extracurricular activities are key resource and service MEVA provides to meet the social and emotional needs of its students. These activities will focus on developing a strong sense of "community" among our students. They will be encouraged to work with others in their community, with their family, and independently to address social issues like poverty, inequity, and injustice. We plan to reach out to various organizations to provide community service or other service learning opportunities to students and parents. These offerings should be extremely helpful for our high school students who are working to obtain the required 30 community service learning hours required by the school for graduation. We also plan to offer a school council, a community service club, and a number of additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.). Please see [Student Opportunities](#) in **Section A.5** for an extensive list of student extracurricular activities.

Additionally, students requiring greater social emotional support and services through an active individualized education plan will receive individual services as indicated on their IEP in areas including but not limited to: social skills groups, social work services, individual or group counseling and /or positive behavior support plans. Wrap around services will be applied within the school and the student community through the outreach of social services within the community.

Sustaining a Learning Community Atmosphere: General Education Interventions

Educational performance means performance in those academic and functional areas including, but not limited to, those areas being assessed through the MEVA curriculum. Beginning in

the fall of 2015, general education interventions will be developed and implemented for grades 7 to 12 students providing each child who is not progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements with different learning experiences or assistance to achieve the standards. The interventions will be specific, timely and based upon ongoing formative assessments continuously monitoring student progress.

General educational interventions are a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including, but not limited to, school teachers, administration, community agencies and may include mental health agency members, and parents. The team is trained to identify concerns to determine the appropriate needs of the students to achieve the success needed for instruction and graduation requirements.

Process

General education interventions will include:

- a. Documentation for every child, prior to entering the general education intervention process, provided with appropriate instruction in reading, including the essential components of reading instruction, appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- b. A team-based decision-making process;
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- d. Data analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences will be based on data from discussions with the parent and family.
- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, generating rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
- h. Documentation for parents of notification concerning the process, given the opportunity to participate in the instructional decision –making, and keeping informed of their child's progress during targeted general education interventions;
- i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to

determine if modification to the general education interventions are needed and/or if a referral to special education is indicated: and,

- j. Provisions for targeted general education interventions to continue during any subsequent special education referral.

Intent and Safeguards

The parent of a child receiving general education interventions may request the school to conduct a full individual evaluation for possible special education eligibility determination at any time during the school's established general education intervention process.

Special education due process procedures may not be used to address parental concerns regarding the successful implementation of these general education interventions, and the failure to use general education interventions may not be used in special education due process proceedings to establish the school has failed to meet its child find or referral obligations.

Parents have the right to be fully informed and involved in the process and have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student targeted general education interventions underscores the parents' role and responsibility in the decision-making process affecting the student's education.

Four Phases to Targeted General Education Interventions

1. Referral: Anyone, school staff, student's friend, and a family member or community member may refer a student when the student's education or behavior becomes a concern. Students may refer themselves for assistance to the team.
2. Team Planning: The team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected for the parent. The team meets with the parent and the student, when appropriate, to discuss the data collected. Together, they develop an action plan including strategies for removing the learning barriers and promoting the student's academic and personal success. This plan may include in-school and /or community –based services and activities.
3. Interventions and Recommendations: The plan is put into action along with all the assessments and timelines for implementation including follow-up. The team will also assign responsibilities for oversight, linking the student to in-school and /or community based services and activities.
4. Support and Follow-up: the team continues to work with, and support the students and families. Follow-up includes monitoring and motivating for academic success. The timelines for implementation will be reviewed and established.

Explain how the school will encourage family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

Maine Virtual Academy believes the involvement of parents in the education of students is critical to school and student success. The virtual school model places critical importance on the parent's role on the teaching team as they help guide students through their daily coursework.

Maine Virtual Academy will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad-hoc committees appointed to address specific issues. The most fundamental role parents will play is to support their child's learning and to give feedback to allow Maine Virtual Academy to continuously evaluate its operation, governance, and instructional program.

At Maine Virtual Academy, parents are first learning coaches who will help guide students through their daily coursework using the K12 curriculum and OLS and will verify the number of hours of educational activities completed by the student each school year. If a parent(s) does not serve as the learning coach, the parent(s) determines the "other responsible adult," unless the student is under court placement or in the custody of a person other than the parent(s). For the assignment to be effective, the parent(s) must formally notify the school of "the other responsible adult" assigned responsibility as the learning coach. In the context of the educational program, parents or, in the case of an assignment, other responsible adults serve as the learning coach.

Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as *Blackboard Collaborate*, or in person to discuss their child's progress. When scheduled, parents attend school outings, field trips, and other outside learning opportunities with their child. Students, teachers, and parents also have the opportunity to interact face-to-face at other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases.

Maine Virtual Academy will provide an extensive support system to both parents and students. Parents serve a critical role in the school's education process, and are partners to the teachers in promoting accountability for their students and the entire Maine Virtual Academy community. Parents also benefit from exchanging ideas and information with others using the curriculum and gain a sense of connectedness within the boundaries of a contained but global community. Each virtual school has its own subcommunity within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings. The larger virtual school community will allow parents to interact with others beyond MEVA, and to learn from others' experiences and insights.

Upon enrollment, in coordination with the Strong Start program, Maine Virtual Academy will conduct parent orientation sessions. Every parent and student will have the opportunity to meet administrative and teaching staff as well as receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive a school handbook that provides guidance on school policies, including tips and advice about getting organized and getting to know the Online School. Knowledge of the school's program and systems allows parents to access web-based lessons and data to see directly how their child is doing.

Parents will be asked to support school wide initiatives, participate in school activities, and be committed to support the school's goal for every student to reach his/her full academic potential. The school will offer support through regular parent training, speakers, and modeling. Sessions will focus on: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivating struggling learners; focus on reluctant writers; essential note taking skills; numbers and math concepts in the real world; and supporting students as they complete homework. While teachers will be leading these activities at school each day, we believe parents who wish to be engaged with their child's learning after school hours need to be trained in the school's practices. We will maintain a balance between onsite training for parents who can come to the school and will ensure that all sessions have a corollary online webinar which can be accessed live (synchronously) or can be viewed as a recording (asynchronously). We plan to use the web conferencing tool, *Blackboard Collaborate*, to provide family programs and activities for families to meet other likeminded Learning Coaches, connect students through special interest clubs, discuss topics that affects parents and families. Examples of these programs and activities are:

PARENT OPPORTUNITIES

Parents are encouraged to be active participants in the MEVA community. Several opportunities exist for parents to volunteer their time to foster the development of the school community. Parents will also help to continuously evaluate the operation and governance of the School both online and offline. MEVA will survey parents online annually to determine their satisfaction with their overall experience. Elements of the survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other MEVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the School. The MEVA website will have a moderated School online community discussion board to facilitate a constructive and interactive communication process.

Strong Start

Once enrolled, students and their families will receive access to Strong Start, a multi-dimensional program focused on new families that ensures a successful start to the school year through access to resources, knowledge and support that will assist in transitioning to a virtual learning environment (see **Tab 44**)

MEVA Parent Advisory Council

The Parent Advisory Council will be parent-driven and recognized as the official voice of the School's parents. The group will serve as a direct communication link between the families and the School and the School's governing board and will be a resource for parents, both as a source of conveying School information to families as well as relaying parental suggestions to the School administration.

MEVA Parent Association

MEVA will work to find parent volunteers to lead a MEVA parent association. The MEVA parent association will work with the MEVA administration to foster the school community. The MEVA parent association will be involved, along with the administration, in organizing field trips and social meet-ups as well as functions like prom and graduation.

Parent Governing Board Participation

Parents can be encouraged to hold a direct leadership position and influence the management of the School by serving on the MEVA Board. The Board sets policy and provides governance and oversight on the School's academic, extracurricular, finance, personnel, and legal matters. Parents who are not members of the Board will be actively encouraged to attend Board and other MEVA meetings and to participate on ad-hoc committees appointed to address specific issues.

Parent Workshops

Parent workshops offers a large selection of live online sessions. Topics include:

- Using K12's Curriculum Effectively
- Managing Your Time
- Using Microsoft/Open Office Tools
- Math and Writing Skills refresher series
- School Effectively at Home series
- Avoiding Burnout
- Preparing for state testing
- Block Scheduling
- Reading Comprehension

Parent 2 Parent Hotline

K12 facilitates hotline hours where a new parent can ask a veteran parent questions or for suggestions about: student motivation, using the curriculum, setting up their school space, time management, using the Online School or LMS.

Parent Roundtable Discussions

This once-a-month discussion covers topics of interest to Learning Coaches and is hosted by a K12 team member. Topics planned for this year include "Single-Parenting and Virtual Education," and "Schooling an Only Child at Home," "The Working Parent," and more.

Parent Clubs

K12 hosts a small variety of online clubs where parents can gather and meet from the convenience of their own home to discuss topics of interest outside of virtual schooling.

- ParenTeK¹²
- The Military Hub
- K12 Parents' Novel Corner
- The K12 Parents' Book Chat

Parents will help to continuously evaluate the school climate and overall operation and governance of the school both online and offline. The MEVA administration will survey the families and teachers at least once a year on the success of student activities, clubs, and events, to

determine their satisfaction with their overall experience, and to gather feedback for future planning. Criteria of the survey will also include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other MEVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the school. Results of the survey will be reported to the parents and the Board each year.

Throughout the school year, the CEO, other administrators, and teachers will account for contributions that parents and community members have made to the business and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

STUDENT OPPORTUNITIES

Student extracurricular activities will focus on developing a strong sense of “community” among our students. We plan to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.).

MEVA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. Students will be encouraged to generate school-based clubs in addition to the student clubs K12 offers and seek faculty sponsorship of their clubs. It is typical for new schools to wait for student interest before making a final decision on what the exact extracurricular programs the school plans to offer. Establishing a sense of school community is a high priority of MEVA and is an important part of a successful virtual school in just the same way as in a traditional school.

Clubs are run by school staff. Generally each teacher will sponsor a club. Most clubs will meet at a regular time - weekly or biweekly or monthly - in the web based classroom using *Blackboard Collaborate*. In that platform clubs can play chess, work to prepare for an upcoming event, give speeches or conduct elections, etc. Many clubs will meet face to face at times. For example, the robotics clubs or LEGO clubs will usually find a central area in which to meet, say weekly, and then will work towards competition. Other K12 managed schools have had travel clubs with destinations all over the world and student councils that attend state conventions.

In addition, unlike most other schools, MEVA’s students will be able to connect with virtual school students around the world in robust online extracurricular programs via K12 International Clubs (see **Tab 45**). These clubs include, for example, Culinary, Creative Writing, Caring for Animals, Debate, Oceanography, Robotics, Technology, Marketing, Entrepreneur Club, Graphic Design, Health and Fitness, Music, International Travel, Photography, Dance, Yoga, Chess, Book Club, World Languages, American Red Cross CPR, and Model United Nations.

MEVA will list clubs and activities, and host a web-based “Meet the Clubs and Activities” night that leads to greater student awareness and participation in the School’s offerings. Each interest

or activity group develops a presentation to be offered on *Blackboard Collaborate*. All of these clubs will have a space on the K12 Online School Community, an online community designed to bring together parents, students and schools to share information and resources specifically focused on their school. Students are encouraged to share their ideas and thoughts on each club space.

Describe how the school will respond to emergencies such as fire, water damage, bomb threat and other conditions that will require removing students from the property to a safe place and/or disrupt student access to learning.

A draft MEVA Safety Preparedness Plan is included in **Tab 14**. The Board will consider adoption of this plan after charter authorization. Because of the virtual nature of MEVA, disruption to student access to learning is limited, e.g., state testing, field trips.

The K12 Online School (OLS) is available for students and parents 7 days a week, 24 hours a day. A scheduled maintenance window is available for technology teams to complete necessary maintenance, perform upgrades, etc., twice a month – the 1st and 3rd Saturdays, 12 a.m. to 6 a.m. ET. K12's online learning systems exceed 99% uptime; have never been down for an entire day; and have been deployed in a fully redundant configuration into a world-class biometrically secured level 3 data center. Their technology architecture includes complete data redundancy with mirrored file systems, hourly data snapshots, daily backups, secured off-site backup storage and a secondary data center for disaster recovery in a distinct geographic location.

As part of good preparation, parents are requested to print their students' lesson guides two weeks in advance. These lesson guides reference the materials, activities, and lessons that students are required to complete on a daily basis. Alternatives to logging into the OLS in the event of OLS system down time and, instead, using the materials cited in the lesson guides to complete each activity and lesson are clearly explained. Upon request, these materials could be mailed in hard copy to families experiencing an interruption in Internet service. Additionally, if the K12 OLS were unavailable at any time, students are invited to visit websites where activities and/or test preparation lessons are offered using their school log-in credentials/

Examples:

www.studyisland.com

www.streaming.discoveryeducation.com

<http://kids.nationalgeographic.com/kids/?source=NavKidsHome>

www.solpass.org

K12 employs a multi-layer firewall and intrusion detection system to prevent unauthorized access to its systems and data. They also maintain a services contract with a third-party information security firm. This firm performs regular technical testing, which includes external penetration testing and an information security architecture review to ensure the security of our network and systems. K12 has multiple full-time staff with current Certified Information Systems Security Professional (CISSP) credentials. MS Windows servers and all personal computers are protected by up-to-date industry leading anti-virus protection software.

Describe the school's plans for compliance with applicable laws, rules and regulations.

MEVA will conform to Maine attendance, truancy, and dropout laws and related regulations (20-A MRS ch.211, as amended by PL 614 in 2012) as well as health and safety laws and related regulations including bullying (20-A MRS ch. 223, as amended by PL 659 in 2012).

Required Tabs

10. School Discipline Policy
11. School Seclusion and Restraint Policy
12. Disciplinary Removal of Students with Disabilities Policy
13. Disciplinary Removal of Students with Disabilities Administrative Procedure
14. Emergency Response Guide
15. Anti-bullying Policy
16. Anti-harassment Policy

TAB 10 – School Discipline Policy

Disciplinary procedures shall be consistent with applicable requirements of the Maine 20-A MRS 1001. Student offenses will dictate the severity of the consequence Maine Virtual Academy (MEVA) will impose. In addition to the specific offenses set forth below, MEVA has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of MEVA in accordance with the law. A student has the right to certain discipline procedures as outlined in the final section of this policy. MEVA will conform to Maine attendance, truancy, and dropout laws (20-A MRS ch.211) as well as health and safety laws including bullying (20-A MRS ch. 223).

Rule	Possible Consequence or Intervention for Infraction
<p>Attendance at Required Classes Students in a required session track shall attend all sessions</p> <ul style="list-style-type: none"> • Attend class on time • Actively participate in online sessions • Complete follow up activities/assessments in a timely manner 	<ul style="list-style-type: none"> • Lack of participation points – could lead to failure in course • Academic action plan implemented • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Face to face learning at a learning center or other designated destination
<p>Interaction with Family Teacher Coach Students shall interact with family teacher coaches and keep lines of communication open</p> <ul style="list-style-type: none"> • Participate in home visit / face to face meetings as requested • Update family teacher coach on progress • Reach out to family teacher coach with questions or concerns 	<ul style="list-style-type: none"> • Failure in courses • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Non-compliance, lack of communication could ultimately lead to truancy and removal from the active rolls of MEVA
<p>Prohibition of Disruption of School Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:</p> <ul style="list-style-type: none"> • fails to obey directions • uses beepers, cell phones, or telephonic/music devises during school function or in class • fails to attend class without a valid excuse 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members • Suspend student from school privileges • Suspend from school if above interventions are not effective • Failure to attend school without a valid excuse also holds student to truancy violations
<p>Compliance with Dress Code Students shall dress in accordance with the standards described below:</p> <ul style="list-style-type: none"> • pants must be worn on the waist so no undergarments are showing • no halter tops, strapless garments, or garments revealing midriff may be worn to a school event • no garments that reveal undergarments or that are see through may be worn to a school event • no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.

Rule	Possible Consequence or Intervention for Infraction
<ul style="list-style-type: none"> no clothing that has profanity, drug or offensive slogans may be worn to school events. no clothing that creates materials or substantial disruption to the school environment, <p>Note: This section is enforced for students when attending a school function such as testing, field trips, orientations, or other face-to-face events.</p>	
<p>Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> curses, uses vulgar, obscene language sending or forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature. 	<ul style="list-style-type: none"> Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective.
<p>Mandate of Academic Honesty Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> copying work from another person plagiarizing work of another using answer keys or passwords for learning coaches copying work from Internet sources without proper citations forging notes sharing test questions with others 	<p>First Incident</p> <ol style="list-style-type: none"> Express concerns and provide concrete examples of dishonesty. (7-8) Allow students to redo assignment and resubmit for a grade. (9-12) Assignment can be resubmitted. Citation submissions can be resubmitted. Notify learning coach and/or parent. <p>Second Incident</p> <ol style="list-style-type: none"> Hold a disciplinary meeting with parents/guardians, student and staff members. Teacher and team discretion about redoing the assignment. All second incident assignments receive a zero. <p>Third Incident</p> <ol style="list-style-type: none"> Hold a face-to-face disciplinary meeting to discuss ways to eliminate academically dishonest behaviors.
<p>Abuse of Computer or Internet Privileges Students shall respect the computer privileges granted to them. Violations include:</p> <ul style="list-style-type: none"> giving his/her password to another individual or uses another individual's account illegally downloading copyrighted materials from the Internet visiting sites on the Internet which contain sexually explicit material harming or destroying data of another student or person, the Internet or other networks creating, downloading, or uploading computer viruses; or violating any rule outlined in the Acceptable Use Policy 	<ul style="list-style-type: none"> Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges. Suspend from school if above interventions are not effective. <p>In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.</p>
<p>Prohibition of Threats A student shall not communicate, directly or indirectly, any threat to another member of the school community that may result in injury, pain, or ridicule.</p>	<ul style="list-style-type: none"> Discuss incident with student. Hold a disciplinary meeting with parents/guardians, student, and staff members. Suspend student from school privileges.

Rule	Possible Consequence or Intervention for Infraction
	<ul style="list-style-type: none"> • Suspend from school if above interventions are not effective. • If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion.
<p>Prohibition of Tobacco Products and Paraphernalia A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Drugs or Alcohol for Personal Use Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.</p>	<ul style="list-style-type: none"> • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • Follow up with the Head of School to get invention measures in place.
<p>Prohibition of Bullying and Serious Threats Students shall not intimidate or bully members of the school community. A student violates this rule if he or she participates in the following behaviors directly or indirectly:</p> <ul style="list-style-type: none"> • Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone; • Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumors; or • Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying. <p>Cyber bullying means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members • Determine alternative discipline if appropriate • Suspend student from school privileges. • Suspend student from school if above interventions are not effective. • Expulsion is also possible when the nature of the incident is serious or repeated
<p>Prohibition of Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatening, intimidating or creating a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.</p>	<ul style="list-style-type: none"> • Students in possession of a weapon will go to an expulsion hearing.

Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's backpack or student automobiles upon reasonable suspicion and may seize any illegal or unauthorized materials discovered during the search.

Disciplinary Meetings and Action

Discipline referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available. These may include but are not limited to the following:

1. Meeting with the student and the student's parents;
2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
3. Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;
4. Counseling;
5. Anger management;
6. Health counseling or intervention;
7. Mental health counseling;
8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing; and
9. Community service.

Procedures for Suspensions of up to 10 Days

The Governing Board delegates to the CEO/designee the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions or expulsions longer than 10 days may be imposed by the Governing Board. Students who are suspended for up to 10 school days shall be afforded a conference with an administrator before being suspended. During the conference, the student shall be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measures; and
- informed of the consequences of future infractions.

After the conference with the student, the administrator shall implement the recommended remedial measures and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

Suspension and Expulsion of Students with Disabilities

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, a school must consider whether the student has a disability evidenced by an IEP. Disciplinary removals of students with disabilities shall be consistent with the policy on Disciplinary Removal of Students with Disabilities Policy (**Tab 13**), and the Disciplinary Removal of Students with Disabilities Administrative Procedure (**Tab 14**).

No pupil shall be expelled or suspended for more than 10 consecutive school days except by action of the Governing Board. Following a proper investigation of a student's behavior and due process proceedings in accordance with 20-A MRS §1001(8)(A), the Governing Board shall expel the student, if found necessary for the peace and usefulness of the school, as provided in 20-A MRS §1001(9) and (9-A).

The Governing Board also has authority to readmit an expelled student on satisfactory evidence that the behavior that was the cause of the student being expelled is not likely to recur.

Notice of Expulsion Hearing

Before any expulsion hearing, the CEO shall:

1. Provide written notice to the parents and the student of:
 - a. The date, time and location of the hearing;
 - b. A description of the incident or incidents that occasioned the expulsion hearing;
 - c. The student's and parents' right to review the school records prior to the hearing;
 - d. A description of the hearing process; and
 - e. An explanation of the consequences of an expulsion.
2. Invite the parents and student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing.

Expulsion Hearing

The hearing shall be in a properly called executive session and may also be attended by persons designated by the CEO to present information in the case.

Upon making a decision to expel a student, the Governing Board may:

1. Expel the student for a specific period of time not to exceed the total number of instructional days approved by the Governing Board for the current school year;
or
2. Expel the student for an unspecified period of time and authorize the CEO to provide the expelled student with a reentry plan, to be developed in accordance with 20-A MRS §1001(9-C), that specifies the conditions that must be met in order for the student to be readmitted to school after the expulsion.

After the expulsion hearing, the Governing Board shall provide written notice of its decision to the parents/guardians and the student by certified mail.

Parental Grievance Process

Maine Virtual Academy is committed to fostering and achieving both employee and student/family satisfaction. The following procedure is to ensure that the student/family grievances are addressed fairly by the appropriate persons in a timely manner. This procedure will be included in the Code of Student Conduct that is given to parents and students at the beginning of each school year. MEVA prohibits discrimination against its students/family on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry. The time frame for all appeals by employees and students/parents in the process is ten days unless determined by state or federal law.

If the concern or grievance is not resolved by the initial discussion with the teacher, the student and parent(s) or legal guardians(s) may, within ten school days, request a meeting with either the Program Manager or the CEO to discuss the concern or grievance. He/she shall investigate and respond within ten school days.

In the event that the response of the CEO is not considered satisfactory by the student and parent(s) or legal guardian(s), they may, within 3 school days, request a review with the Governing Board. The Governing Board shall investigate and respond to the student and parent(s) or legal guardian(s) within 10 school days after the review. The decision of the Board will be accomplished by the vote of a simple majority, and the decision is final.

If the grievance falls within the last days of school, the entire process will be resolved by June 30th.

TAB 11 – School Seclusion and Restraint Policy

The Maine Virtual Academy (MEVA) Governing Board of Directors has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Chief Executive Officer (CEO) has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

It is important to note that as MEVA will provide special education supportive services in a virtual setting, in most cases, the school is less likely to experience occurrences warranting physical restraint or seclusion.

1. Definitions

The following definitions apply to this policy and procedure:

- A. **Physical restraint:** An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding of the hand, wrist, arm, shoulder, hip or back for the purpose of moving a student voluntarily.
2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. A brief period of physical contact necessary to break up a fight.
5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.
6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
8. MDOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

- B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the

room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for a break.

Procedures for Implementing Physical Restraint and Seclusion

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure.

1. Annual Notice of Policy/Procedure

MEVA shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the CEO/designee.

2. Training Requirements

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. MEVA will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the CEO's Office and in the school's Safety Preparedness Plan.

3. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the CEO/designee as soon as possible. The CEO/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty-one (21) business days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4502(5)(M); 4009 --
Me. DOE Reg., ch. 33

Cross References: **Tab 10 - School Discipline Policy**

Adopted: Draft to be voted on by the Board
Maine Virtual Academy Governing Board of Directors

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of Maine Virtual Academy (MEVA) under state law/regulations and Board Policy #TBD governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Definitions

For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in Policy (Tab 12). Definitions for other important terms in this procedure include:

- A. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.
- B. **Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.
- C. **Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.
- D. **Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

2. Physical Restraint

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

- 1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.
- 2. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.
- 3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.

4. Parents may be requested to provide assistance at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of a risk of injury.
3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Aversive procedures and mechanical and chemical restraints.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
 - b. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.
 - c. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.

2. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting risk of injury or harm to him/herself or others and the emergency intervention must be discontinued as soon as possible.
 - a. The time a student is in physical restraint must be monitored and recorded.
 - b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

3. Seclusion

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

2. Seclusion may be achieved in any part of a school building or school related building (such as the MEVA administrative offices, a MEVA Learning Center, a state testing facility, etc.) with adequate light, heat, ventilation and of normal room height.
 - a. Seclusion may not take place in a locked room.
 - b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.
3. Parents may be requested to provide assistance at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of a risk of injury.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
2. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting a risk of injury or harm to him/herself or others and the emergency intervention must be discontinued as soon as possible.
 - a. The time a student is in seclusion must be monitored and recorded.
 - b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release a student from seclusion have been

unsuccessful and the student continues to present behaviors that create a risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

4. Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the CEO/designee as soon as possible, but no later than the end of the school day on which the incident took place.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical on the school day on which the incident occurred. The CEO/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the CEO/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with MEVA’s usual emergency notification procedures.
4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the MEVA’s emergency notification procedures shall be followed and the CEO/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an Incident Report. The Incident Report must be completed and provided to the CEO/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the Incident Report within seven (7) calendar days of the incident.

The Incident Report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;
15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan.
16. If a student and/or staff sustained bodily injury, the date and time of health professional or other response personnel notification and any treatment administered;
17. The date, time and method of parent/legal guardian notification;
18. The date and time of CEO/designee notification.
19. Date and time of staff debriefing.

Copies of the Incident Reports shall be maintained in the student's file and in the school office.

5. School Unit Response Following the Use of Physical Restraint or Seclusion

- A. Following each incident of physical restraint or seclusion, the CEO/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):
 1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and governing board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a student involving problem behavior of a student to become more controlled, calm

and less dangerous, thus reducing the risk of injury or harm.

6. Procedure for Students with Three Incidents in a School Year

The school will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, CEO/designee, a teacher for the student, a staff member involved in the incident (if not the CEO/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.
2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

7. Cumulative Reporting Requirements

A. Reports to the Governing Board

1. The CEO/designee must report the following data to the Governing Board on a quarterly and annual basis:
 - a. Aggregate number of uses of physical restraint;
 - b. Aggregate number of students placed in physical restraint;
 - c. Aggregate number of uses of seclusion;
 - d. Aggregate number of students placed in seclusion;
 - e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
 - f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. The Governing Board and CEO/designee shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The CEO shall submit an annual report to the Maine Department of Education that includes the information in Section 7.A.1 above.

Legal Reference: Me. DOE Reg., ch. 33

Adopted: Draft to be voted on by the Board

Maine Virtual Academy Board of Directors

TAB 12 – Disciplinary Removal of Students with Disabilities Policy (JKF)

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TAB 13 – Disciplinary Removal of Students with Disabilities Administrative Procedure

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TAB 14 – Emergency Response Guide

INTRODUCTION

What is an Emergency?

- A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or academy/program and require the combined efforts of the State or other political subdivisions. Academy/Program facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.
- B. Academy/Program emergencies can be small and easily managed, or they can be large and difficult to manage. Every academy/program emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

Purpose:

- A. To effectively handle an emergency, a comprehensive Emergency Operations Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our program's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.
- B. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.
- C. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.
- D. A copy of this plan will be filed with the academy/program office.

During a Disaster: Step by Step is Right Here

The greatest mistake administrators, teachers and staff make in crisis come from not knowing what steps to take and in what order in a given situation. Planning, training and drills will help prevent those mistakes. In a crisis it helps to know where to turn for help. This manual provides specific sequential steps to take. These steps are guidelines to inform you of the most likely steps to take. Some common incidents have been addressed to help you in an emergency. Each site must conduct It is critical to evaluate the circumstances and determine the most appropriate course of action.

BASIC PLAN

A. SITUATION AND ASSUMPTIONS

1. Situation

- a. The building is located at (address TBD). The site consists of one building. On a weekly basis up to #TBD staff members are present; once a month up to #TBD teachers will meet at this location, and on scheduled occasions no more than #TBD students could be present.
- b. The Maine Virtual Academy Chief Executive Officer (CEO) has the primary responsibility for developing and implementing the site Emergency Operations Plan. The CEO has the responsibility of executing the policies developed by the academy/program.
- c. Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

2. Assumptions

- a. During an emergency, centralized direction and control is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

B. COMMUNICATIONS

1. Emergency Communications

When an emergency condition exists, the CEO will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below will be used. Notifications will be given in plain language. **Code words shall not be used.**

- a. Radio
- b. Telephone
- c. Runners

2. Media Relations

The CEO will be prepared to deal with the media. A separate staging location will be pre-identified for media briefings.

Emergency Contact Numbers Public Safety Agencies Number

General Emergency	911*
Police/Sheriff/Fire	911*
Poison Control	1-800-222-1222
Local Hospital	TBD

EVACUATION CHECKLIST

1. Evacuation

- ▼ CEO issues evacuation procedures.
- ▼ CEO determines if students and staff should be evacuated outside of building.
- ▼ Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- ▼ Close all windows.
- ▼ Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- ▼ Lock doors.

LOCKDOWN/SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- ▼ CEO will issue lock-down order by announcing a warning over office phone system.
- ▼ Direct all students, staff and visitors into classrooms or secure rooms.
- ▼ Lock office doors.
- ▼ Cover windows.
- ▼ Move all persons away from windows and doors.
- ▼ Have all persons get down on the floor.
- ▼ Allow no one outside of classrooms until the Head of School gives the all-clear signal.

****Will use a duress code to authenticate any all-clear signal****

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

REVERSE EVACUATION

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

- ▼ Identify safe areas in each building.
- ▼ CEO warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- ▼ Teachers take class roster.
- ▼ Close all exterior doors and windows.
- ▼ Turn off any ventilation leading outdoors.
- ▼ If advised, cover mouth and nose with handkerchief, cloth, paper towels or

- ▼ Office personnel must contact each teacher/classroom for a headcount.
- ▼ All persons must remain in safe areas until notified by Incident Commander or emergency responders.

FIRE

In the event a fire or smoke from a fire has been detected:

- ▼ Activate fire alarm.
- ▼ Evacuate students and staff to a safe distance outside of building.
- ▼ Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- ▼ Teachers take class roster.
- ▼ Incident Commander notifies police (call 9-911) and HOS/Program Director. Incident
- ▼ CEO must report incident to Fire Marshal.
- ▼ No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- ▼ Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

GAS LEAK

If gas odor has been detected in the building:

- ▼ Evacuate students and staff to a safe distance outside of building.
- ▼ Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- ▼ CEO notifies police and fire (call 9-911) and Program Manager.
- ▼ Teachers take roll after being evacuated.
- ▼ No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- ▼ Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- ▼ CEO notifies police and fire department (call 9-911) and CEO. CEO must report incident to Fire Marshal.
- ▼ CEO determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- ▼ No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- ▼ CEO notifies students and staff of termination of emergency. Resume normal operations.

GENERAL EMERGENCY

- ▼ Notify 9-911 (if necessary) and the Head of School
- ▼ Notify CPR/first aid certified persons in school building of medical emergencies, if necessary.
- ▼ Seal off high-risk area.
- ▼ Take charge of area until incident is contained or relieved.
- ▼ Assemble Crisis Team.
- ▼ Preserve evidence. Keep detailed notes of incident.

WEATHER

***Severe Weather Watch* has been issued in an area near school**

- ▼ Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- ▼ Bring all persons inside building(s).
- ▼ Close windows and blinds.
- ▼ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- ▼ Review “drop, cover and hold” procedures with students.
- ▼ ***Severe Weather Warning* has been issued in an area near school or severe weather has been spotted near school**
- ▼ Shut off gas.
- ▼ Move students and staff to safe areas.
- ▼ Remind teachers to take class rosters.
- ▼ Ensure that students are in “drop, cover and hold” positions.
- ▼ Account for all students.
- ▼ Remain in safe area until warning expires or until emergency personnel have issued an all clear signal.

Notice of First Aid Care

DATE: _____

BUILDING: _____

Dear Parent:

_____ was injured at building site and has been given first aid. If you feel further care is necessary, please consult your family physician.

Destination: (If not presently on site)

Transporting Agency: (if not presently on site)

Time: _____

Remarks:

Please sign and return one copy to school. Retain a copy for your records.

PARENT'S SIGNATURE ACAD/PROG REPRESENTATIVE'S SIGNATURE

Note: 1 copy goes home with student

1 copy stays with teacher or medical treatment team records

Sample School-Parent Letter

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while meeting is in session, we want you to be aware that the Maine Virtual Academy (MEVA) has made preparations to respond effectively to such situations. Should we have a major disaster during meeting hours, your student(s) will be cared for at this site. MEVA has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the site. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at the site until they are picked up by an identified, responsible adult who has been identified as such on a MEVA emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
1. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at site, radio stations will be notified.
3. Impress upon your children the need for them to follow the directions of any MEVA personnel in times of an emergency.

Students will be released only to parents and persons identified on the MEVA Emergency Card. Parents should become familiar with the Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

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TAB 15 – Anti-Bullying and Anti-Harassment Policy

Bullying

It is the intent of the Maine Virtual Academy Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to student learning and achievement. It interferes with the mission of the school to educate their students and disrupts the operations of the school. Bullying affects not only students who are targets but also those who participate and witness such behavior.

The Board also believes that promoting ethical and responsible behavior is an essential part of the school unit's educational purpose. Ethics, responsible behavior and "character" are important if a student is to leave school as a "responsible and involved citizen" as described in the Guiding Principles of Maine's system of Learning Results. Bullying interferes with the accomplishment of this goal.

Finally, the Board recognizes the well-publicized incidents of violence and threatened violence that have occurred nationally in the past several years. As research suggests, a link between bullying and school violence, the Board seeks to avoid such incidents and instead take a systematic approach to bullying prevention and intervention.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Maine Virtual Academy, and the operation of the school.

Bullying Prohibited

Bullying, as defined in this policy, is not acceptable conduct in Maine Virtual Academy and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

Bullying Defined

For the purpose of this policy, "bullying" means any physical act or gesture or any verbally, written, or electronically communicated expression that:

- A. A reasonable person should expect will have the effect of:
 1. Physically harming a student or damaging a student's property;
 2. Placing a student in reasonable fear of physical harm or damage to his/her property; or
 3. Substantially disrupting the instructional program or the orderly operations of the school; or
- B. Is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for the student who is bullied.

Application of Policy

Maine Virtual Academy

This policy applies to bullying that takes place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students.

[NOTE: This is similar to language used in MSMA’s Student Code of Conduct template and is suggested for student handbooks.]

Examples of conduct that may constitute bullying include, but are not limited to:

- A. Physical contact or injury to another person or his/her property;
- B. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;
- C. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
- D. Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;
- E. Stalking;
- F. Blocking access to school property or facilities;
- G. Stealing or hiding books, backpacks, or other possessions;
- H. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student’s race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the school, or that results in a hostile educational environment for the student.

[NOTE: Some of the actions that constitute bullying may also be addressed in other Board policies, such as ACA—Student Harassment and Sexual Harassment or JICIA— Weapons, Violence and School Safety. Federal and/or state law and the Board’s basic nondiscrimination policy, AC, provide protection for students based on the “protected categories” listed in paragraph “H” above]

For the purpose of this policy, bullying does not mean mere teasing, put-downs, “talking trash,” trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane, or does not interfere with students’ opportunity to learn, the instructional program, or the operations of the school. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Delegation of Responsibility

The MEVA CEO/designee will be responsible for developing and implementing procedures for:

- A. Student and parent reporting of bullying to staff and school administrators;
- B. Staff reporting of bullying to school administrators;
- C. Review of reports and investigation of bullying incidents;
- D. Intervention with and/or discipline of students who engage in bullying;

- E. Support for students who are victims of bullying;
- F. Training staff and students in bullying prevention; and
- G. Periodic evaluation of bullying prevention, intervention, and training efforts in Maine Virtual Academy and reporting to the Board upon request.
- H. Meeting with the student and the student's parents;
- I. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- J. Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;
- K. Counseling;
- L. Anger management;
- M. Health counseling or intervention;
- N. Mental health counseling;
- O. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
- P. Community service

Reporting

Students who have been bullied or who observe incidents of bullying are encouraged to report this behavior to a staff member or school administrator. Staff should report bullying to the building principal.

Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes reporting that is not made in good faith on an act of bullying. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

Responding to Bullying

In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the ages and maturity of the students involved, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

Dissemination of Policy

Notice of what constitutes bullying, the Board's prohibition against bullying, and the consequences for students who bully shall be communicated to students and parents through the Student Code of Conduct and Student Handbook.

Legal Reference:

20-A M.R.S.A. § 1001(15)(H) P.L.
2005, ch. 307 § 4-5

Cross Reference:

Maine Virtual Academy

AC - Nondiscrimination, Equal Opportunity
ACAA - Harassment and Sexual Harassment of Students
ACAD - Hazing
ADF - School District Commitment to Learning Results
JI - Student Rights and Responsibilities
JICC - Student Conduct on Buses
JICIA - Weapons, Violence and School Safety
JK - Student Discipline
JKD - Suspension of Students
JKE - Expulsion of Students
Student Code of Conduct

Adopted: Draft to be voted on by the Board

MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

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TAB 16 – Anti-Bullying and Anti-Harassment Policy

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Application of Policy

Maine Virtual Academy

This policy applies to bullying that takes place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students.

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- E. Stalking;
- F. Blocking access to school property or facilities;
- G. Stealing or hiding books, backpacks, or other possessions;
- H. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student’s race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the school, or that results in a hostile educational environment for the student.

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- H. Meeting with the student and the student's parents;
- I. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- J. Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;
- K. Counseling;
- L. Anger management;
- M. Health counseling or intervention;
- N. Mental health counseling;
- O. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
- P. Community service.

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Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes reporting that is not made in good faith on an act of bullying. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

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B. Organizational and Operational Plan

The Organizational and Operational Plan should provide an understanding of how the school will be operated, beginning with the governance and management. It should present a clear picture of the schools' operating priorities, delegation of responsibilities and relationships with key stakeholders.

B.1 School Calendar and Daily Schedule

Present the school calendar showing the number of days the school will be in session and sample daily class schedules showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular and after-school activities, as applicable.

Annual 2015-2016 School Calendar

Maine Virtual Academy (MEVA) is a public virtual charter school whose students are all full-time public school students who will follow a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week for slightly more than thirty-eight weeks each year. Although MEVA will encourage students to learn at their own pace, each year they will exceed Maine state requirements for 175 instructional days. In **Tab 18** we have included an annual school calendar for 2015-2016 (Year 1 of operation) providing 183 instructional days and 21 teacher initial training and professional development days (indicating the importance we place on professional development).

Sample Daily Class Schedules

In **Tab 17**, we have provided:

- sample daily instructional calendars for middle school (Grade 7), and high school students;
- high school orientation and “first two weeks” schedule; and
- a teacher’s sample weekly direct instruction schedule.

Given the virtual nature of MEVA, and consistent with the school’s mission to use research-based technology to provide engaging, individualized learning, student learning time will not be confined to a traditional academic calendar or school building hours. As a virtual charter school, MEVA will not have a set daily schedule with regular classroom periods. MEVA’s model is fluid and flexible however, at a minimum, the school calendar will account for 183 days of instruction to be provided each year. With 24/7 access to the MEVA online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours. The flexibility of the model allows students time to participate in extracurricular activities, hobbies, and, for the older students, jobs, all based on their individual schedules.

Describe how instructional delivery is measured and how time for core instruction, supplemental instruction, extra-curricular and after-school activities, as applicable, are allocated.

As stated above: *“Given the virtual nature of MEVA, and consistent with the school’s mission to use research-based technology to provide engaging, individualized learning, student learning time will not be confined to a traditional academic calendar or school building hours.”* Instructional time will occur both during weekly synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line or on-line. In addition to participating in extracurricular activities provided by individuals and organizations, MEVA students will also be eligible for state-sponsored or school administrative unit-sponsored interscholastic leagues and competitions to the same extent as noncharter public schools (PL 414 LD 1553).

There will be as many descriptions of a “typical” MEVA student day or week as there are MEVA students since school for each MEVA student is based on that student’s Individualized Learning Plan (ILP), a customized program that fits each student’s unique strengths, weaknesses, learning styles and aptitudes. The school and its education program are designed to fit the lifestyles of many different types of students and families. Students will “typically” spend 6-7 hours per day in grades 7-8, and 6-9 hours per day in high school. However, those hours will be scheduled according to each student’s needs rather than according to a one-size-fits-all regimen. Given the diversity we expect among our students, we expect diversity in their daily and weekly school schedules too. MEVA will provide the flexibility and self-paced approach to reaching each student’s education goals that he/she has chosen based on his/her individual needs, for instance struggling students, advanced learners, working students, children of military families, medically homebound, and elite athletes and performers training for competitions or careers.

Middle School Schedule

Middle school teachers will provide weekly synchronous instructions in all content areas and, as needed, asynchronous instruction and support to all students and their learning coaches by phone, email, and web conferencing. Middle school students will complete coursework in the 8 areas of Maine Learning Results classes, including coursework in English Language Arts, Mathematics, Science and Technology, Social Studies, Health Education and Physical Education, Visual and Performing Arts, World Languages, and Career and Education Development based on their Individualized Learning Plan (ILP). Core courses each require 45-60 minutes of work per day, except Language Arts/English which requires 60-120 minutes per day. Students have the option to work at any time during the day. Students also have the option of varying the amount of time they spend daily on lessons for a particular course based upon their individual capability. Also, school work hours can vary daily as allowed by state requirements. In addition to synchronous and asynchronous instruction, “daily class time” includes reading, writing, guided practice, independent practice, review, application, and hands-on experiences such as experiments, creating artwork, and listening to and performing music. It also includes time for assignments and assessments. Middle school students will spend approximately 20-30% of their day online. Students also have coursework that is offline including reading, math exercises, and hands-on science, art and music activities, and physical education.

High School Daily Schedule

High School students will attend weekly synchronous instruction in all core content areas. While the middle school curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what work gets done during the week. Each week, however, there are due dates, and assignments and mandatory live, interactive online discussion sessions. The student is expected to move at a more consistent pace with her or his "class," in each subject, though there is room for flexibility.

The high school teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades through K12's online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics. High school students will complete coursework in the 8 areas of the Maine Learning Results classes, including coursework in English Language Arts, Mathematics, Science and Technology, Social Studies, Health Education and Physical Education, Visual and Performing Arts, World Languages, and Career and Education Development based on their Individual Learning Plan. Students will take world language courses and electives (see High School course list in **Tab 43**). Students have the option to work at any time during the day. Students also have the option of varying the amount of time they spend daily on lessons for a particular course based upon their individual capability. High school students also have coursework that is offline including reading, math exercises, and hands-on laboratory. All core courses require 45-60 minutes of work per day, except English, which requires 75-90 minutes per day. Advanced Placement courses require 60-90 minutes of work per day. "Daily class time" includes reading, guided practice, independent practice, and hands-on experiences such as labs or online explorations. It also often includes some time to begin working on teacher-graded assignments, though students are expected to complete some reading assignments and other graded assignments on their own. Study /review time is also built into strategic points in the curriculum, but students are expected to study on their own as well. Approximately 70-75% of the high school student's time is spent online. High school students also have coursework that is offline including reading, math exercises, and hands-on laboratory activities. While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a live full-class meeting online.

Explain how weekly live, interactive contact will occur.

Middle school teachers will provide weekly live synchronous instruction in all courses, as well as asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will manage the student's Individualized Learning Plan (ILP), validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas. They will monitor individual student progress by setting goals, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide

learning coaches and teachers with the data and the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in “real time” through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

The teacher will also provide direct instruction and support based on the students’ ILP and need to grasp key curriculum concepts in “Class Connect” sessions using Blackboard Collaborate, a web-based conferencing platform. Students will attend Class Connect sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics in a live, interactive manner with teachers and fellow students. Using this interactive platform, teachers are able to connect and build relationships with students, assess skill level and provide student specific instruction. Below is a list of possible uses:

- Standards based synchronous instruction for both large and small group
- Synchronous instruction using the lessons in the Online School (OLS) platform.
- Remediation for small group based on assessment data
- Support/Remediation for individual students based on assessment data
- Enrichment for accelerated learners
- Activities that utilize higher order thinking skills
- Skill Assessments
- School Clubs
- Parent/Teacher conferences
- Parent Information Sessions
- Test taking skills
- Practice questions for state testing
- Classroom/Community Building Activities
- Science experiments
- Student and/or group projects
- Book Clubs
- Literature circles
- Writing workshops

The high school teacher is also responsible for conducting weekly live online sessions in all core courses and discussions using Class Connect, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through the online Learning Management System. High school students are regularly involved on a course-by-course basis in threaded, teacher- monitored discussions about key topics.

It is the teacher’s personal responsibility to ensure the academic success of each individual student in his/her class. They engage students in the coursework and continually motivate them through weekly live interaction, monitor student progress in the course, as well

as grading and providing instructional feedback on assignments. Students learn from this feedback and then revise their efforts for future assignments.

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the high school program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a live full-class meeting online. The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. In the MEVA program, students will participate in frequent interactive, online teacher-monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these frequent discussions.

Discuss the conditions that will cause a school closing and the procedures for notifying families about any such closings.

Unlike brick and mortar education models, adverse weather events, contagious student illnesses, etc., will not require MEVA to close. The Online School (OLS) is available for students and parents to log in 7 days a week, 24 hours a day. The OLS exceeds 99.99% uptime and has never been down for an entire day. K12's content development and learning management systems have been deployed in a fully redundant configuration into a biometrically secured level 3 facility with complete data redundancy to include mirrored file systems, hourly data snapshots, daily incremental backup, weekly full backup, secured off-site backup storage and secondary data center for disaster recovery in a distinct geographic location.

As part of good preparation, parents are requested to print their students' lesson guides two weeks in advance. These lesson guides reference the materials, activities, and lessons that students are required to complete on a daily basis. Alternatives to logging into the OLS in the event of OLS system down time and, instead, using the materials cited in the lesson guides to complete each activity and lesson are clearly explained. If needed, a family could request these materials to be mailed in hard copy if they were to experience an interruption in Internet service that was likely not to get quick resolution. Additionally, if the K12 OLS were unavailable at any time, students are invited to visit websites where activities and/or test preparation lessons are offered using their school log-in credentials.

Examples: www.studyisland.com, www.streaming.discoveryeducation.com
<http://kids.nationalgeographic.com/kids/?source=NavKidsHome>, www.solpass.org

Required Tabs

17. Sample Daily Schedule for each grade span the school intends to operate (elementary, middle and/or high school)
18. Annual Calendar for the first year of operation

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My Plan

Today's Date: Monday, May 14, 2012
Homeroom Teacher:

Daily Plan Weekly Plan

Click to select a date.

Print Weekly Plan

Mon, 05/14/2012	Tue, 05/15/2012	Wed, 05/16/2012	Thu, 05/17/2012	Fri, 05/18/2012
<p>Class Connect Sessions 8:30 AM - 10:00 AM 9AM_ELA OPEN OFFICE</p> <p>10:00 AM - 12:00 PM 8AMA_Polynomial Preview_Day...</p> <p>12:00 PM - 12:30 PM Homeroom Time 12:00-12:30</p> <p><input checked="" type="checkbox"/> Intermediate Literature B 6.11. <i>Treasure Island</i>: Session 11</p> <p><input checked="" type="checkbox"/> Intermediate Literature B 6.12. <i>Treasure Island</i>: Session 12: Review</p> <p><input type="checkbox"/> Intermediate Literature B 6.13. Unit Assessment</p> <p><input checked="" type="checkbox"/> Intermediate Literature B 14.1. <i>The Incredible Journey</i>: Session 1</p> <p><input checked="" type="checkbox"/> Intermediate Literature B 14.2. <i>The Incredible Journey</i>: Session 2</p> <p><input type="checkbox"/> Advanced Life Science 2.7. Lab: Toxicity Testing</p> <p><input type="checkbox"/> GA Social Studies 7 10.4. Writing the Compare and Contrast Essay</p> <p><input type="checkbox"/> GA Social Studies 7 10.7. Looking at East and Southeast Asia</p> <p>Study Island Please remember to log on to Study Island today.</p> <p>Spanish Middle School Year 1 Go to Course</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p>	<p>Class Connect Sessions 8:30 AM - 10:00 AM 9AM_ELA OPEN OFFICE</p> <p>10:00 AM - 12:00 PM 8AMA_Polynomial Preview_Day...</p> <p><input type="checkbox"/> Intermediate Literature B 11.15. Writing a Literary Essay: Session 3</p> <p><input type="checkbox"/> Advanced Life Science 3.6. Lab: Natural Selection: Predator vs. Prey</p> <p><input type="checkbox"/> GA Social Studies 7 10.9. Presenting East and Southeast Asia</p> <p><input type="checkbox"/> Strategies For Success: Grade 7 1.9. Test-Taking Strategy 7</p> <p>Study Island Please remember to log on to Study Island today.</p> <p>Spanish Middle School Year 1 Go to Course</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p>	<p><input type="checkbox"/> Intermediate Literature B 11.16. Writing a Literary Essay: Session 4</p> <p><input type="checkbox"/> GA Social Studies 7 11.9. Making Comparisons in Asia</p> <p>Study Island Please remember to log on to Study Island today.</p> <p>Spanish Middle School Year 1 Go to Course</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p>	<p>Class Connect Sessions 10:00 AM - 12:00 PM 8AMA_End of Year Math Games...</p> <p><input type="checkbox"/> Intermediate Literature B 11.17. Writing a Literary Essay: Session 5</p> <p><input type="checkbox"/> Intermediate Literature B 14.3. <i>The Incredible Journey</i>: Session 3</p> <p><input type="checkbox"/> Advanced Life Science 4.6. Lab: Nitrogen-Fixing Bacteria</p> <p><input type="checkbox"/> GA Social Studies 7 11.11. Presenting Comparisons</p> <p>Study Island Please remember to log on to Study Island today.</p> <p>Spanish Middle School Year 1 Go to Course</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p>	<p>Class Connect Sessions 10:00 AM - 11:30 AM 10:30 AM- Social Studies En...</p> <p><input type="checkbox"/> Intermediate Language Skills B Vocabulary 9.8. The Shapes of Things Unit Assessment</p> <p><input type="checkbox"/> Intermediate Language Skills B Vocabulary 10.1. Semester Assessment Review</p> <p><input type="checkbox"/> Intermediate Literature B 14.4. <i>The Incredible Journey</i>: Session 4</p> <p><input type="checkbox"/> Advanced Life Science 5.7. Lab: Clam Dissection</p> <p><input type="checkbox"/> GA Social Studies 7 14.9. Human Environment Interaction</p> <p>Study Island Please remember to log on to Study Island today.</p> <p>Spanish Middle School Year 1 Go to Course</p> <p>Advanced Life Science Advance Prep</p> <p>Advanced Life Science Advance Prep</p>

High School Student Schedule

Active: 25442, 10th Grade, FT, Regular Ed., Family ID: Coach

Download As Excel

Select: All None

Code	Course	Start Date	YTD Attendance	(K-8) Progress % (HS) Average	Report Card: GradeMark	Report Card: Comment
<input type="checkbox"/> ENG-403BV1-K	ENG403B: British and World Literature 216960	01/02/2012	35 Hours 9 minutes	116.43%		
<input type="checkbox"/> HST-303BV1-K	HST303B: U.S. History 217382	01/02/2012	34 Hours 50 minutes	98.65%		
<input type="checkbox"/> MTH-303BV1-K	MTH003B: Algebra II 217157	01/02/2012	36 Hours 20 minutes	98.68%		
<input type="checkbox"/> ORN-200V1-K	ORN200: Finding Your Path II 170930	08/03/2011	23 Hours 20 minutes	100.00%		
<input type="checkbox"/> SCI-303BV1-K	SCI303B: Chemistry 217692	01/02/2012	38 Hours 50 minutes	92.57%		
<input type="checkbox"/> TCH-018V1-G	TCH018: 3D Art II - Animation 217476	01/02/2012	33 Hours 30 minutes	115.77%		

9:08 AM 2/17/2012

Tab 17 - Typical Middle School Teacher's Instructional Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	K-mails/E-mails, Phone Calls, Manage OLS Alerts	K-mails/E-mails, Phone Calls, Scantron Scores	K-mails/E-mails, Phone Calls, Manage OLS Alerts	K-mails/E-mails, Phone Calls, Manage OLS Alerts	K-mails/E-mails, Phone Calls, Manage OLS Alerts
9:00-9:30					
9:30-10:00	1:1 Data Meetings	1:1 Interventions	Prep for 1:1 Sessions	1:1 Data Meetings	Various task, meeting prep.
10:00-10:30	1:1 Data Meetings	Prep for Current Events/Art History	1:1 Interventions	1:1 Data Meetings	
10:30-11:00	Homeroom Prep	Current Events /Art History	Small Groups, 1:1 Sessions, STI	1:1 Sessions/Small Group STI	Data Team Meetings
11:00-11:30	7th Grade Homeroom				
11:30-12:00	1:1 Interventions	1:1 Student Time	1:1 Student Time	1:1 Student Time	
12:00-12:30	Lunch	Lunch	Lunch	Lunch	
12:30-1:00	1:1 Student Time	Planning meeting	7th Grade World History B	NML, Planning Outings Manage Study Island, Assessments	Lunch
1:00-1:30	7th Grade Geography	Prep for small groups	8th Grade US History All Staff Meeting	1:1 Interventions	1:1 Student Time
1:30-2:00	1:1 Data Meetings	1:1 Data Meetings	School Data Perf. 2nd 30 Org. Perf. 3rd 30 - Team Perf: PD	1:1 Student Time	7th and 8th grade Class Connect Planning
2:00-2:30	Office Hours (LC /Students) Check-In LC's	1:1 Student Time	Attendance and CP Reviews		
2:30-3:00	8th Grade Geography	K-mails, E-mails, and Phone Calls			
3:00-3:30	K-mails, E-mails, and Phone Calls	K-mails, E-mails, and Phone Calls	K-mails, E-mails, and Phone Calls	K-mails, E-mails, and Phone Calls	K-mails, E-mails, and Phone Calls
3:30-4:00					
4:00-4:30					
4:30-5:00					

Tab 17 - Typical High School Teacher's Instructional Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Update Gradebook ENTER ZEROES	Attendance [user activity], kmails/emails or Phone calls	Attendance [user activity], kmails/emails or Phone calls	Attendance [user activity], kmails/emails or Phone calls	Attendance [user activity], kmails/emails or Phone calls
9:00		Prepare for HS Meeting			
9:30	Interventions	HS Team Weekly Meeting	Interventions	Interventions	Interventions
10:00					
10:30					
11:00	Homeroom Prep		Session Prep	ENG 302 Session	Team Data Meetings
11:30	HS Homeroom	ENG 102/3 Session	ENG 202 Session	Session Prep	
12:00				ENG 402 Session	
12:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Interventions/ TVS and Data Entry	English Help/Office Hours	Prepare for WW	1:1 Data Meeting	
1:30			Writers' Workshop		Interventions/ TVS and Data Entry
2:00					
2:30	1:1 Data Meeting				
3:00	Prepare TB's Mail Trailblazer Bucks	1:1 Data Meeting	All Staff Meeting 30/30/30. 1st 30 - School data perf. 2nd 30- Org. Performance. 3rd 30-Team Perform - Pro Development		Interventions/ TVS and Data Entry
3:30					
4:00	Grade Papers	Grade Papers		Club Meeting Writers Group	Grade Papers
4:30					
5:00	Phone Calls	Phone Calls	Phone Calls	Phone Calls	Phone Calls

Tab 18 – School Calendar

2015 – 2016 Maine Virtual Academy Proposed School Calendar

July 2015							August 2015								
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat		
			1	2	3	4							1		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2 Teacher Days	15 Teacher Days
12	13	14	15	16	17	18	9	10	11	12	13	14	15		
19	20	21	22	23	24	25	16	17	18	19	20	21	22		
26	27	28	29	30	31		23	24	25	26	27	28	29		
							30	31							

September 2015							October 2015								
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat		
		1	2	3	4	5					1	2	3		
6	7	8	9	10	11	12	4	5	6	7	8	9	10	21 Teacher Days	22 Teacher Days
13	14	15	16	17	18	19	11	12	13	14	15	16	17	19 Student Days	21 Student Days
20	21	22	23	24	25	26	18	19	20	21	22	23	24		
27	28	29	30				25	26	27	28	29	30	31		

November 2015							December 2015								
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat		
1	2	3	4	5	6	7			1	2	3	4	5		
8	9	10	11	12	13	14	6	7	8	9	10	11	12	18 Teacher Days	18 Teacher Days
15	16	17	18	19	20	21	13	14	15	16	17	18	19	18 Student Days	17 Student Days
22	23	24	25	26	27	28	20	21	22	23	24	25	26		
29	30						27	28	29	30	31				

January 2016							February 2016								
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat		
					1	2		1	2	3	4	5	6		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	17 Teacher Days	16 Teacher Days
10	11	12	13	14	15	16	14	15	16	17	18	19	20	17 Student Days	16 Student Days
17	18	19	20	21	22	23	21	22	23	24	25	26	27		
24	25	26	27	28	29	30	28	29							
31	Semester Ends Jan. 27						New Semester Begins Feb. 1								

March 2016							April 2016								
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat		
		1	2	3	4	5						1	2		
6	7	8	9	10	11	12	3	4	5	6	7	8	9	23 Teacher Days	16 Teacher Days
13	14	15	16	17	18	19	10	11	12	13	14	15	16	22 Student Days	16 Student Days
20	21	22	23	24	25	26	17	18	19	20	21	22	23		
27	28	29	30	31			24	25	26	27	28	29	30		

May 2016							June 2016								
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat		
1	2	3	4	5	6	7				1	2	3	4		
8	9	10	11	12	13	14	5	6	7	8	9	10	11	21 Teacher Days	17 Teacher Days
15	16	17	18	19	20	21	12	13	14	15	16	17	18	21 Student Days	16 Student Days
22	23	24	25	26	27	28	19	20	21	22	23	24	25		
29	30	31					26	27	28	29	30				

206 Teacher Count Days/183 Student Count Days

Student Days Off	Teacher Prof. Dev	1 st and last day	Student Orientation	Teacher Summer Brk
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B.2 Student Recruitment and Enrollment

In the table provided, enter the grades to be served each year for the full term of the charter; minimum, planned and maximum enrollment per grade per year for the term of the charter.

Projected Enrollment Table						
Grades	Ages	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
7	12	50	67	87	108	125
8	13	50	67	87	108	125
9	14	70	94	124	154	178
10	15	60	80	105	130	149
11	16	40	52	70	86	99
12	17	30	40	52	64	74
TOTAL		300	400	525	650	750

Describe the plan and timelines for student recruitment and enrollment, including lottery procedures. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure.

Student Recruitment

As provided in the draft Services Agreement with the Maine Virtual Academy (MEVA) Governing Board, K12 is to provide pupil recruitment services, including creating, designing, and preparing information to assist parents and students in making an informed choice about MEVA. As part of its outreach plans, MEVA will make available information on its curriculum and policies to all persons, including parents and pupils, considering enrollment in the school. The information will include, but not be limited to, background on the K12 curriculum, on MEVA, and a Parent-Student Handbook that includes policies on admission, enrollment, role of responsible adult, grade level promotion, course level placement, materials and computers, Internet service, school outings, special education, standardized tests, and teacher conferences.

MEVA will use several means of recruitment for potential students and their families including families that are traditionally less informed about educational options. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies and ensure equal access to families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure by using a variety of marketing and outreach techniques - to match the charter school program with applicants' educational and personal needs. Some events will be in-person, some online and "on demand" to suit individual schedules. All are intended for families to learn about the virtual charter school option and ensure they understand the responsibilities of the students, parents and school.

- MEVA members and representatives will meet with community leaders throughout the state, making sure to include those in minority and low income areas, both urban and rural, to recruit students.
- Information sessions open to interested families and the general public will be held throughout the state and online open to interested families and the general public. Information sessions will be advertised in various print and electronic media. During these sessions, prospective patrons have the opportunity to interact with the MEVA curriculum, including lessons and materials, and have questions answered. A proposed Parent/Student Handbook will be available. Enrollment forms will be available online. The same format is followed during the online sessions.
- MEVA may participate in organized awareness activities such as flyers and sponsored events.
- MEVA and K12 Inc. may inform students and families about enrollment opportunities and other program information through a variety of media such as TV, radio, Internet, and advertising in public places.
- MEVA will use social media (e.g., Facebook) and search engine websites such as Google, Yahoo!, and Bing to inform a wide variety of potential families about the school.
- MEVA will give reasonable public notice to all eligible students that it has openings for student enrollment. This notice will include publication on at least two consecutive weekends in the State Paper designated in the Maine Department of Education rules, Title 1, section 551 and 05-071 Chapter 140, Section 3.1.
- MEVA will establish a website and will use this as a mechanism to communicate with interested, prospective families.
- MEVA will establish a call center to provide information to prospective applicants.
- MEVA may participate in television, radio and newspaper interviews as necessary.
- Enrollment applications for MEVA will be available online as well as at the school's administrative office.
- MEVA will distribute recruiting materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries or schools.
- After initial enrollment is finalized, parents of students enrolled in MEVA will be invited to one of several parent orientation sessions that will be conducted across the state or online. At the orientation session, parents will meet the administrative staff, teachers, and K12 representatives. Sessions are designed to inform parents

about navigating the program, technical support, lesson delivery, effective communication, and school policies.

- Each fall, soon after school starts, MEVA and K12 will assess the efficacy of each of the outreach strategies (TV, radio, online search, etc.) to promote the school. This efficacy is measured by response metrics to each strategy as well as how well each of these strategies lead to interest by demographic groups that are similar to the student population in the state of Maine. For example, if one group is underrepresented in the school's enrollment but is overly responsive to a particular strategy, more may be invested in that strategy to ensure that the school's enrollment is similar to the state's demographic make-up and to ensure equal access by families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure. The assessment of these strategies are also used to develop a long-term, multi-year marketing and recruitment plan which takes into account re-enrolling students and the amount of marketing investment needed to attract new and diverse students in order for the school to meet its enrollment projections.

MEVA is committed to providing an equal educational opportunity to all students and employees, and shall not discriminate against any student race, ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language or academic or athletic ability as required in 20-A M.R.S.A. §2404(3). As we stated in the preceding description of our recruitment plan, MEVA will use numerous and diverse means of recruitment for potential students and their families, particularly those who have been underserved. Our strategy makes use of many methods of contact including personal contact as well as print and electronic media and advertising; a variety of venues throughout the state to reach as many families as possible including our own website.

If applications do exceed space available at the end of the application period, MEVA will conduct a lottery at that time to determine which students will be enrolled in the school (Maine Department of Education rule 05-071 Chapter 140, Section 3, subsection 2). The lottery is blind to disabilities, testing, academic achievement, etc.

Student Enrollment

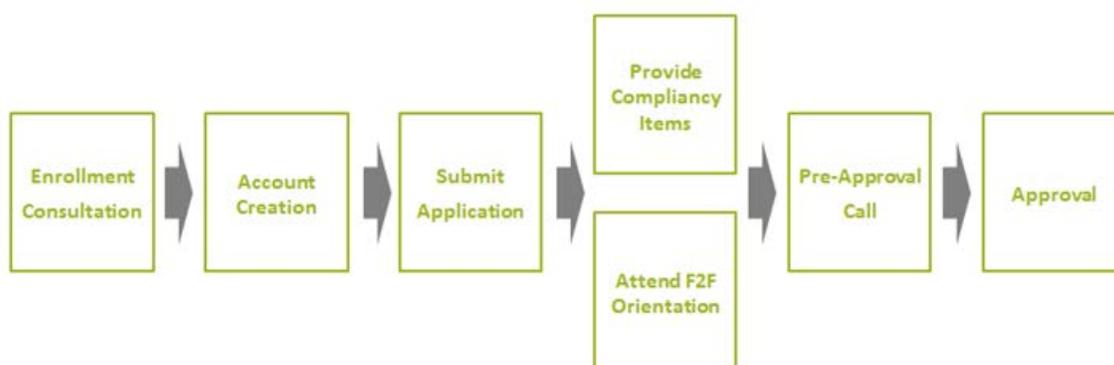
Any student residing in Maine in the appropriate grade will be eligible to attend MEVA unless the number of students exceeds the enrollment capacity of a program, class, or grade level in which case MEVA shall enroll students through a random selection process (see lottery description below). Unless authorized by a school administrative unit (SAU) with an enrollment of 500 or fewer students, MEVA will not enroll more than 5% the SAU's students per grade level in each of the first 3 years of MEVA's operation. Unless authorized by a school administrative unit (SAU) with an enrollment of more than 500 students, MEVA will not enroll more than 10% the SAU's students per grade level in each of the first 3 years of MEVA's operation. After students residing in Maine have been enrolled, MEVA will consider enrolling students from outside the State, as provided in 20-A MRSA §2404(2)(J). MEVA's admission policies will prohibit discrimination on the basis of race,

ethnicity, national origin, religion, gender, sexual orientation, income level, disabling condition, proficiency in the English language or academic or athletic ability.

In SY2015-2016, MEVA will accept enrollment applications from each eligible student who submits a timely application upon charter approval in November 2014 (families will submit a complete online application and fax or scan the following required documents for students enrolling in MEVA for the first time: official record of birth; certificate of immunization or exemption, in accordance with Maine Law; and proof of residency. Upon enrollment the school will request transfer of education records in accordance with Maine law.

Parent Portal---Assisting with the Enrollment Process from Start to Finish

A “Parent Portal” is provided for families to enroll students. The Portal is an online resource for parents which provides school information including details about the school program, experience for families, and eligibility notes. Opportunities for “chat” and phone access with school enrollment specialists are provided on the portal. Using this convenient online document management system, parents can complete enrollment forms and upload required compliancy documents. The portal provides a real-time enrollment status dashboard.



A team of trained enrollment specialists will be responsible for fielding initial inquiries to better inform and educate interested families about the school so that they can make the best decision for their family. The enrollment specialists will be well trained in customer support services and receive ongoing training, supervision and support. The K12 enrollment center will work with MEVA to ensure that the team of enrollment specialists understands those things that make the school unique and special.

Once a family has determined that MEVA is the preferred choice for their student(s) and is ready to apply, the enrollment specialists will assist the family through the initial step in the enrollment process: Account Creation. Families will create a unique profile in the Parent Portal from which they can manage the entire enrollment process for their students(s). Following the creation of an account, families will be able to submit an application for each student they wish to enroll. Once an application has been received, an assigned enrollment specialist will contact and follow-up with the family to provide assistance through the enrollment process, answer questions, communicate important deadlines, assist with the document submission, and schedule the face-

to-fact enrollment information/orientation session. Through the Parent Portal, families are able to access links to helpful resources, utilize an integrated online document management tool, and monitor application progress—all of which provide families with the opportunity to self-serve through the entire process should they choose to.

As part of the enrollment process, enrollment specialists will support families in collecting basic information required of all students who wish to enroll in a public school, including, but not limited to contact information, previous school details, grade level, demographic, emergency contacts, etc. Information will be maintained within K¹²'s TotalView Enrollment system and accessible by school staff for family support and follow-up. All family and student information that is collected as part of the enrollment process will strictly adhere to national and state privacy policies, i.e. *Family Educational Rights and Privacy Act (FERPA)*.

MEVA will be provided access to TotalView Enrollment in order to track and review where their prospective students are in the process as well as read notes (which can be provided upon request) and view documents. Once the student's enrollment is approved, the parent will receive a confirmation email and the family will receive a mailer with a welcome letter from the MEVA CEO, a "How to Get Started" checklist, and directions to the School's "Strong Start" website.

MEVA's Strong Start website will be developed cooperatively between the School and K12 to ensure that the information on the website is timely, up to date, accurate and useful for the School's families. The Strong Start website will be available to all new and returning students and families. The website will include important information such as school calendars, handbooks and a guide to various MEVA-based and K12-based parent and student services. (see **Section A.2**).

Shortly before the first day of school, families will receive shipments of their course materials and they will get access to K12 orientation courses in the online school. K12 will work with MEVA staff to design and implement orientation and support once school begins. The first 4 weeks of school are critical in the success and satisfaction of MEVA students and families. The Board is committed to ensuring that students and families have a smooth and positive enrollment and orientation experience.

In compliance with Title 20-A MRSA §2404 (2)(D) and (E):

- in each of the first 3 years of MEVA's operations, from a school administrative unit (SAU) with an enrollment of 500 or fewer students, MEVA will not enroll more than 5% of the SAU's noncharter public school students per grade level, unless authorized by the SAU; and likewise
- in each of the first 3 years of MEVA's operations, from a school administrative unit with an enrollment of more than 500 students, MEVA will not enroll more than 10% of the SAU's noncharter public school students per grade level, unless authorized by the SAU.

In the first 3 years of MEVA's operations, if MEVA receives applications which exceed the limits set by Title 20-A MRSA §2404 (2)(D) and (E) (stated above), but MEVA doesn't receive authorization from SAUs to enroll more than the limits, MEVA will conduct a lottery for enrollment. The lottery will be blind to disabilities, race, student's location, etc. and will be held

once each year. Priority enrollment will be given to (1) pupils enrolled in the public charter school the previous school year; (2) to siblings of pupils already enrolled in the public charter school; and (3) children of the charter school's founders, governing board members and full-time employees, as long as they constitute no more than 10% of the school's total student population.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order as established through the lottery process will be placed on a waiting list. Any applications received after the deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of MEVA, that space will be given to the next person on the list at that grade level. After students residing in Maine have been enrolled, MEVA will consider enrolling students from outside the State, as provided in 20-A MRS §2404(2)(J).

Before school starts, families and enrolled students will be involved in a variety of introductions to the school, staff, and other families and students—by phone, web conference, and face-to-face meetings.

Each year currently enrolled students will have the opportunity to re-register for the next school year. The school will establish a re-registration window and once that closes it will be determined if a lottery will need to be conducted for the next school year.

What strategies will you use to reach families that are traditionally less informed about educational options?

MEVA will use the numerous means listed above in this section to reach out to potential students and their families, especially those who have been traditionally less informed about educational options and therefore underserved. It is an outreach and recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies that includes using a variety of marketing techniques--matching the charter school program and applicants' educational and personal needs.

Our strategy will make use of many methods of contact including personal contact as well as advertising through print and electronic media, including our own website and social media; and in a variety of venues throughout the state such as local churches, YMCAs, and Boys and Girls Clubs to reach as many families as possible.

After a family has decided that MEVA is their choice of school, we will provide one-on-one assistance to complete the enrollment process followed by student and family orientation and support. (see above).

Include an explanation and evidence to support the enrollment projections. Relevant evidence may include, among other things, the following:

- **Community demographic information including homeschooled students (numbers of potential students);**

- **Documentation of community or family demand for the proposed school such as letters of interest to enroll;**
- **Enrollment data from schools currently operating in community; and**
- **If applicable, the proposed or actual location and catchment area of the school.**

Enrollment Projections

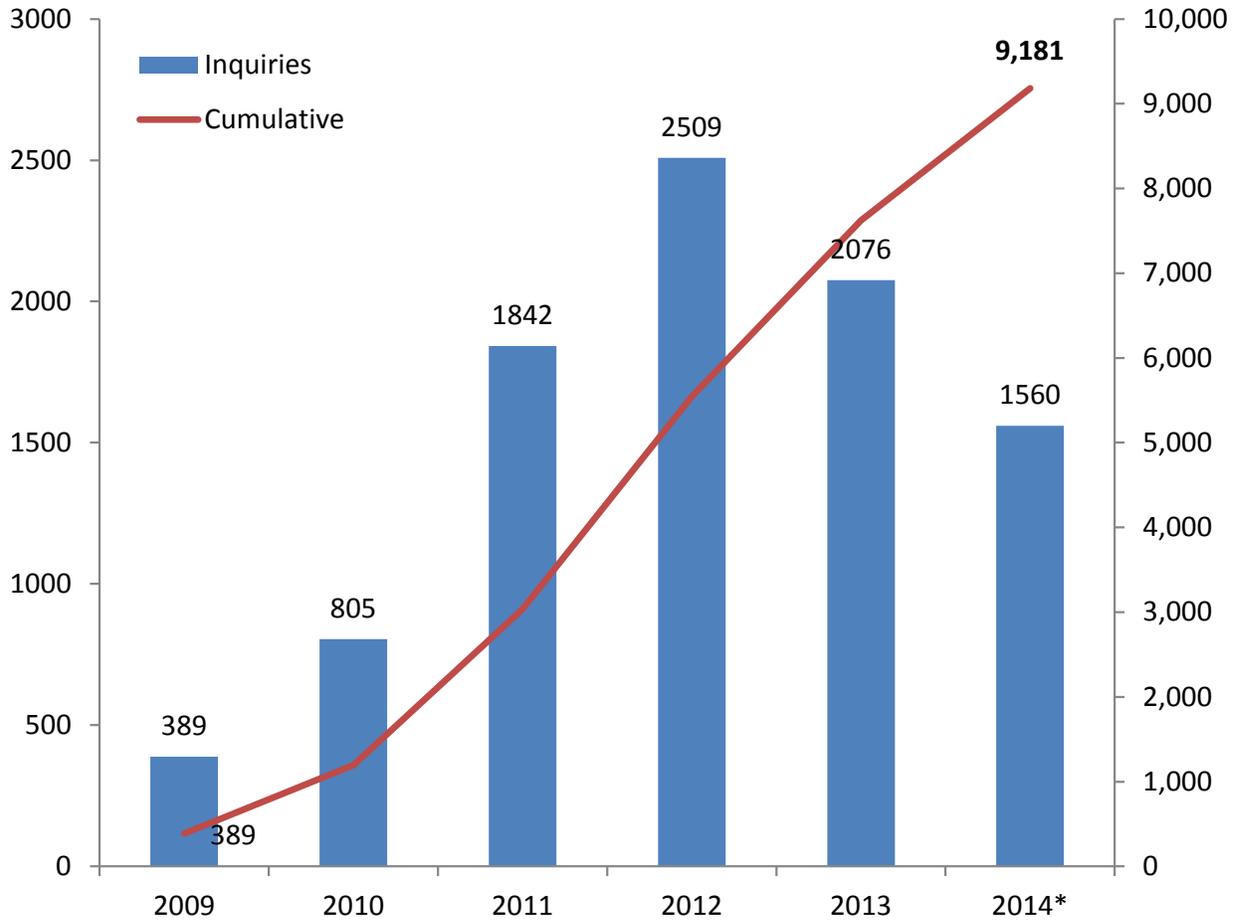
There were many sources of data and other information that were used to develop and validate the MEVA enrollment projections. For instance, in **Tab 42** we have included a spreadsheet listing 244 families who support the authorization of the MEVA charter and indicated their interest in enrolling their students in the school. In **Tab 42** we have included a letter of support for MEVA from Beth Purcell, Board President of PublicSchoolOptions.org, who represents an alliance of parents in roughly thirty states around the country that supports and defends parents' rights to access the best public school options for their children. Ms. Purcell expresses the organization's support for MEVA's vision to provide families the choice of a full-time online public charter school as the best fit for many children. She has personally experienced the benefits of the online education option, as her own children have enjoyed success in the online public setting where they were not able to in the traditional school setting.

We have included a letter of support from Rose Fernandez, Executive Director of the National Parent Network for Online Learning, a non-profit currently working with and on behalf of the families of over one million students who are currently enrolled in online education courses or programs. Ms. Fernandez's five children have all thrived in full-time, statewide public charter schools using the K12 Inc. online curriculum, as their schools gave each of them a solid academic foundation with a customized learning path that encouraged them to own their own learning and move through the content as at their own pace. Ms. Fernandez firmly believes that though full-time online learning is not for everyone, for some families and children it could be a lifesaver. To see Ms. Fernandez's letter of support, please refer to **Tab 42**.

We have also included 43 other letters in support of our school in **Tab 42** that come from individuals and community organizations across Maine.

The MEVA Governing Board, Maine Learning Innovations, chose to determine the support and commitment for MEVA as evidence that the school would reach its projected enrollment by researching the need for the school, especially considering the current options for full time grades 7-12 virtual education in Maine. Data K12 provided to Maine Learning Innovations documented the large and growing numbers of Maine families who have contacted K12 directly to express their interest in virtual education for their children. The data K12 provided us went back to 2009. From January 1, 2009 through July 18, 2014, K12 has received 9,181 inquiries from the state of Maine. The number of inquiries has grown dramatically during that time, with more than 90% of the total inquiries coming since January 2011. Please refer to the graph below which illustrates the number and growth of inquiries to K12 about virtual education from across the state of Maine.

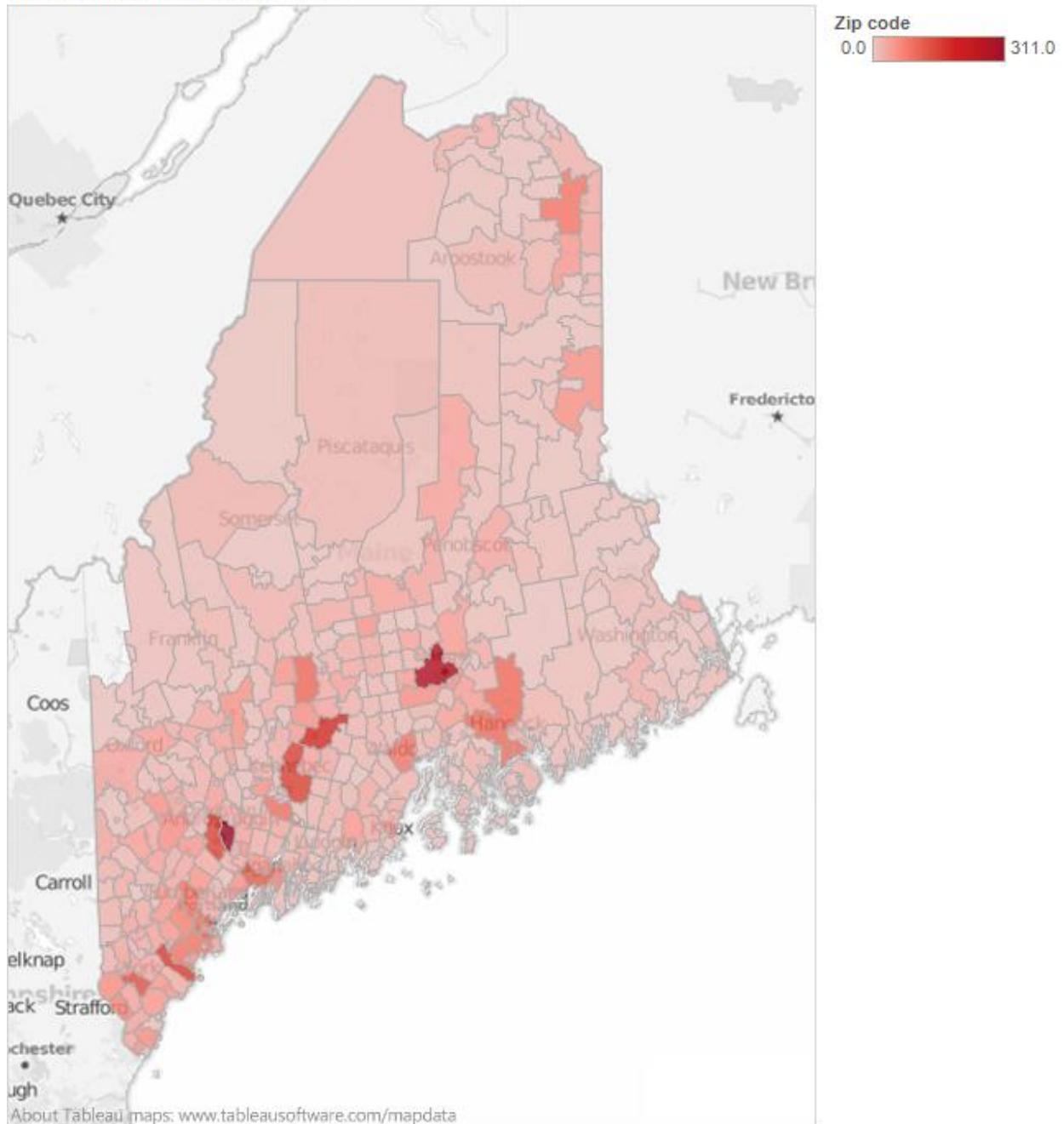
**State of Maine Family Inquiries to K12 About Virtual Education Programs
January 2009– July 2014**



While inquiries have come to K12 from every county in Maine, strongest interest (in order of magnitude) has come from Portland (Cumberland County), Alfred (York County), Bangor (Penobscot County), Augusta (Kennebec County), and Auburn (Androscoggin County). The following maps represent the geographically widespread interest in virtual education in the state.

State of Maine Family Inquiries to K12 about Virtual Education Programs January 2009- July 2014 (by zip code)

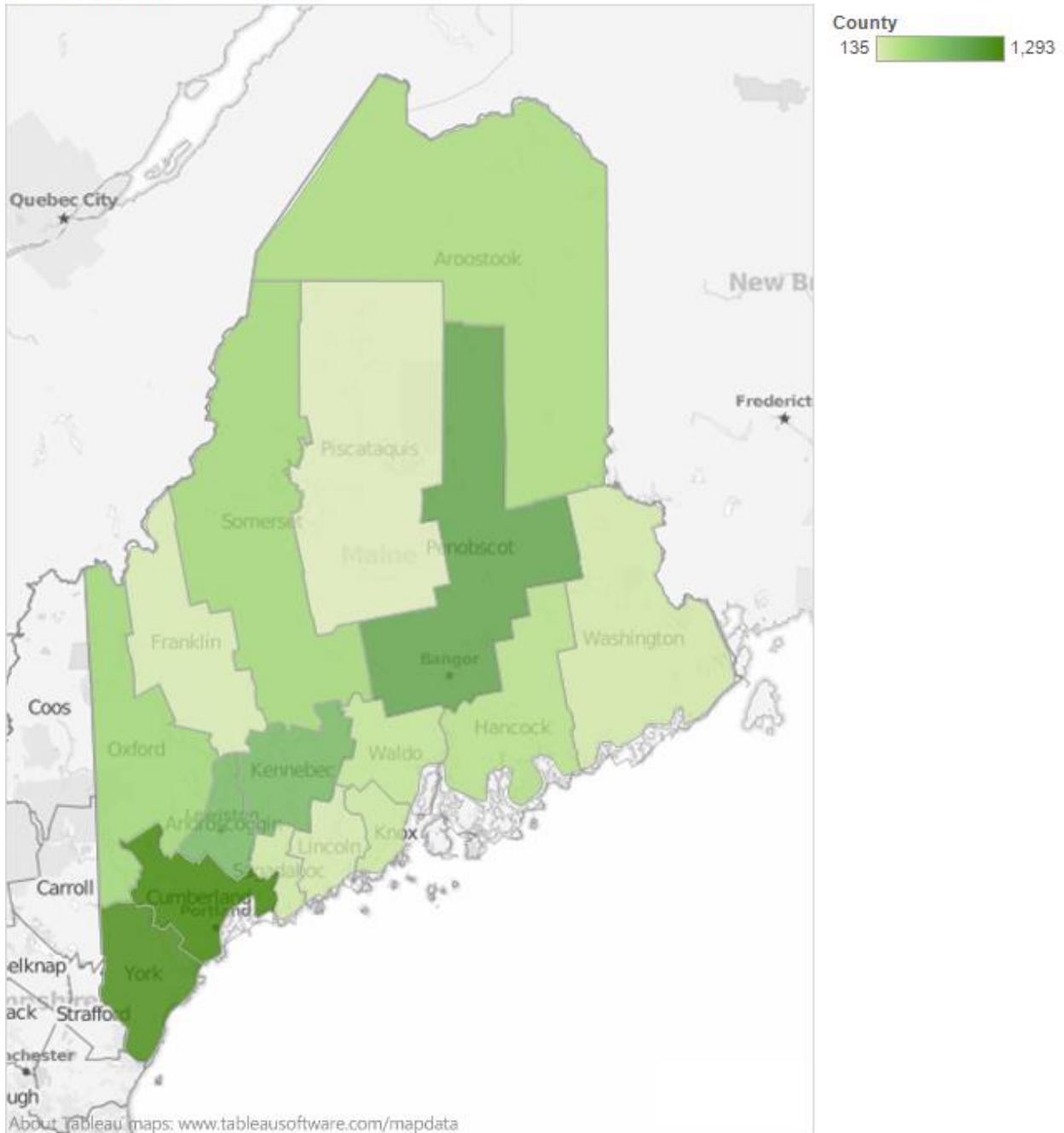
Maine Inquiries by Zip Code



Map based on Longitude (generated) and Latitude (generated). Color shows sum of Leads. Details are shown for ZipCode. The data is filtered on County, which keeps 16 of 16 members. The view is filtered on ZipCode, which keeps 486 of 486 members.

State of Maine Family Inquiries to K12 about Virtual Education programs January 2009-July 2014 (by county)

Maine Inquiries by County



Map based on Longitude (generated) and Latitude (generated). Color shows sum of Leads. Details are shown for County. The data is filtered on ZipCode, which keeps 486 of 486 members. The view is filtered on County, which keeps 16 of 16 members.

State of Maine Family Inquiries to K12 about Virtual Education Programs January 2009-July 2013			
COUNTY (County Seat)*	# OF INQUIRIES	COUNTY (County Seat)*	# OF INQUIRIES
Cumberland (Portland)	1,293	Hancock (Ellsworth)	336
York (Alfred)	1,231	Waldo (Belfast)	284
Penobscot (Bangor)	995	Knox (Rockland)	234
Kennebec (Augusta)	786	Sagadahoc (Bath)	215
Androscoggin (Auburn)	766	Washington (Machias)	202
Oxford(Paris)	480	Franklin (Farmington)	174
Somerset (Skowhegan)	467	Lincoln (Wiscasset)	192
Aroostook (Houlton)	420	Piscataquis (Dover-Foxcroft)	135
TOTAL* 8,210			
<i>*971 inquiries could not be matched to a county due to an invalid zip code provided</i>			

Based on K12's more than 12 years of experience with the rate of enrollments which actually result from inquiries and the rate of enrollment growth each year the school is in operation (both based on strong and effective marketing and recruitment plans developed by K12), we conservatively projected a first year enrollment of 300 students growing to 750 students in Year 5. We felt confident to base our fiscally sound budget on these projected enrollments.

Describe the policies and procedures that will be used to deal with enrollment, attendance, withdrawal and mid-year transfers.

When a student has fully enrolled (see enrollment description above) and logged into the OLS to begin lessons, they are reported in both the K12 Student Administrative Management System (SAMS) and the state required computer reporting database, the Maine Education Data Management System (MEDMS). When a student is reported as withdrawing or dropping out of the school, they are immediately withdrawn from the database and reported as such. Based on the state requirements, when a student withdraws, a report is generally submitted to the student's resident school district indicating that the student is no longer enrolled in the virtual school so that the student is accounted for in accordance with state mandatory attendance requirements. A student is also reported withdrawn from the school with their status changed in the both SAMS and the state database if they do not log into the OLS, do not return emails/phone calls, do not respond to mail, or if they fail to document attendance and lesson progress. As students withdraw from or transfer out of MEVA, that space will be given to the next person at that grade level on the waiting list created in the lottery process.

Students who enroll during the school year will experience the same enrollment process as those who enroll at the beginning of the year. MEVA will obtain the students' records (including end grades and transcripts showing credits towards graduation) from their previous school when applicable and transfer that information into SAMS. Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. MEVA plans to utilize PowerSchool to insure proper student data collection, record maintenance, and reporting to MEDMS, the charter authorizer, and students' districts of residence as well as ease of transfer of student records from MEVA to other public schools within Maine. As required by PL414 §2415(1), if a student who was previously enrolled in a public charter school enrolls in another noncharter public school in this State, the school to which the student transfers must accept credits earned by the student in courses or instructional programs at the public charter school in a uniform and consistent manner and according to the same criteria that are used to accept academic credits from other noncharter public schools.

MEVA will also hire an Office Administrator/Registrar beginning in Year 1 who will support the Program Manager in managing student enrollment, attendance, withdrawals and transfers. Exit surveys will be completed by all families who withdraw students from the school in an effort to better understand all aspects of their reasons for withdrawal. Withdrawal data will be compiled and tracked for number of withdrawals by major subgroups, comparison of the representation of the special populations in the withdrawal group vs. the active students in the school, reasons for withdrawals for the whole year, the previous month, and the length of enrollment at time of withdrawal.

The Board, the CEO, student support staff, teachers and parents will all be involved in monitoring and ensuring student attendance. Attendance data reported by the parents in the Online School is electronically transferred into the K12 Student Administrative Management System (SAMS). SAMS generates a variety of reports that can be exported in MS Excel, comma delimited and other formats. SAMS generates daily reports each night. These reports are used by teachers and administrators to monitor student progress and attendance and to generate reports for governing board, charter authorizers and state education departments. Additionally, student data collected in the OLS and transferred to SAMS is then fed to the K12 TotalView system. TotalView is a system designed to assist teachers and administrators in monitoring student progress and attendance by generating a variety of interactive reports and functions. TotalView also includes a secure internal communication system (kmail) to track and record communications between teachers/administrators and parents/students. The teacher is responsible for validating student attendance, course activity, curricular mastery, and assigning final course grades. Conference with families are conducted on a monthly basis. At that time student progress and attendance are discussed. A detailed progress report for each 7-12 student will be provided mid-semester. Formal report cards will be issued to students twice a school year. Report cards will be issued once after the end of the first semester and again shortly after the end of the school year.

Required Tab

19. Projected Enrollment Table

**Maine Charter School Commission
Projected Enrollment Table
TAB 19.**

Projected Enrollment Table						
Grades	Ages	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
7	12	50	67	87	108	125
8	13	50	67	87	108	125
9	14	70	94	124	154	178
10	15	60	80	105	130	149
11	16	40	52	70	86	99
12	17	30	40	52	64	74
TOTAL		300	400	525	650	750

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B.3 Staffing and Human Resources

Provide a staffing chart for the school's first year and a staffing plan for the term of the charter.

The table below represents the plan for staffing for SY2015-2016 (see also **Tab 20** for the Year 1 staffing chart). Positions will be added in subsequent years as the need for expansion exists.

Maine Virtual Academy Staffing Chart	
School Year 2015 - 16	
Enrollment Assumptions:	
Middle School student enrollment:	100
High School student enrollment:	200
Staff Positions	
CEO- HOS	1
CFO- Finance	1
Program Manager	1
Office Admin/Registrar	1
Gr 7-12 Teachers	8
SPED Teachers	1.5
Counselors	1
TOTAL	14.5

The staffing plan for the term of the charter will be dependent upon actual enrollments. It is expected that the administrative positions will remain constant through the first five years of MEVA's term. The general and special education teacher FTEs will grow with enrollment growth and special education ratios will be maintained. It is also expected that counselor FTE will increase with enrollment growth. Once MEVA's enrollment hits approximately 500, MEVA intends to employ a team member who focuses solely on family support. This position will also increase as enrollment increases and will focus on working directly with students and their families to address specific needs that may include, among others, home visits, helping families with paperwork, and helping families model education schedules.

Discuss the plan for recruiting and developing school leadership and staff. The school's chief executive officer must be employed by the governing board of the proposed charter school. The chief financial officer must be an employee of the school and must manage all public revenues received by the school.

Immediately upon charter authorization, the process to advertise for, select and employ the MEVA administrative staff will begin. We feel very confident that with Board Member

Superintendent Beth Lorigan's expertise, we will find a strong educational leader to lead our school and the staff hiring process. The MEVA staff will be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as www.CareerBuilder.com, and in local media throughout Maine. Additionally, Board advisor, Richard Abramson, a retired Maine Superintendent, will assist with the recruitment of the CEO, and if necessary, will consider serving as the interim CEO for MEVA.

The Board will be responsible for hiring and employing the MEVA Chief Executive Officer (CEO), the Chief Financial Officer (CFO), the MEVA general education teachers, the MEVA Special Education teachers and the MEVA school counselor(s). The CEO, as the School Leader, will work with cross-functional teams to manage projects and improve processes for the school overall. The Chief Financial Officer shall be responsible for the oversight and control of all school funds including public revenues received by the school, financial audits, and other financial matters. The education services provider, K12, will employ the Program Manager, the Office Administrator/Registrar, and support staff necessary to provide the educational products and services agreed to in their services agreement with the Board. The positions hired by K12 are included in the administrative services fee in the MEVA Services Agreement with K12 (please see **Tab 41**).

The MEVA administrative staff will manage the school, handling all day-to-day academic, operational, and management issues. The staff will be structured based on the school's education program and projected enrollment. They will have leadership experience as school principals or school leaders. Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance and administration according to their position at the school. The MEVA administrative staff will be full-time to MEVA only, live and work in Maine and be located in the MEVA offices in the Hampden, Orono, or Augusta area.

Administrative staff job descriptions including qualifications are included in Section B.5 and **Tab 24**. The administrative staff will assist in the development of policies concerning educational and operational issues of MEVA for Board consideration and adoption, but the Board itself will retain ultimate responsibility for the adoption of school policies and for overseeing the administrative staff's implementation of procedures consistent with those policies.

In addition to the services agreement with K12 and contracts with related service providers for students with special needs, MEVA will also contract with a nursing group for consultation and services and with a doctor for consultation. MEVA will also contract with consultants such as attorneys and accountants. MEVA will negotiate all compensation agreements in accordance with prevailing standards and available funds.

Discuss how the plan supports sound operation and successful implementation of the school's educational program.

The Maine Virtual Academy (MEVA) projected staffing plan is structured to accomplish the school's mission and goals, supporting the sound operation and successful implementation of the school's educational program according to functional areas of school operation related to the projected student enrollment (see **Tab 19**). This staffing is the basis of the budget in **Tab**

32, which aligns with the school’s educational program needs. The functions are necessary for proper support of students, families and faculty. The number of specific positions will be determined by confirmed enrollments.

Our plan is to recruit high quality and highly effective administrators, teachers and support staff and to continue to develop their skills. Our administrator training focuses on developing administrative leadership skills. A comprehensive Teacher Quality Plan will provide opportunities for teachers to advance into positions of leadership at the School. Lead teachers carry reduced student loads and assist in supervision of teachers and specific other duties (coordinating a reading program, community building, etc.).

Describe the instructional skills, experience and professional development that teachers will need to have in order to be successful. How are those needs reflected in the plan for teacher recruitment?

Teachers in brick and mortar schools traditionally spend much of their work day dealing face to face with classroom management issues, developing lesson plans and assessments, delivering basal instruction, and having little interaction with parents. The role of a virtual MEVA teacher, however, will be much different and will require the teacher to have unique skills and qualifications. There is minimal “crowd control” for virtual school teachers. Lesson plans are already designed and assessments already developed. Basal instruction is delivered asynchronously. MEVA teachers will be focused on individualized diagnosis, prescription, and intervention. Interaction with parents and learning coaches will happen often. The student-teacher ratio will vary throughout the teacher’s day depending on the needs of the individual students and the types of instruction.

MEVA teachers will be uniquely focused on the Individualized Learning Plans (ILPs) of their students by providing direct instruction to individuals, small groups or large groups. The amount of individualized direct instruction needed by each student is determined by both the needs of the students in regards to their ILP and by the lack of mastery for specific concepts shown by the school data system.

MEVA teachers will also provide synchronous weekly instruction for all students in every Grade 7-8 course and every Grade 9-12 core course.

All MEVA teachers will be certified and highly qualified (HQT). Depending on their certification and teaching assignment, MEVA teachers will teach students ranging from seventh through twelfth grade. Again, depending on their certification and teaching assignment, teachers will instruct core courses (Math, English/language arts, science and social studies) plus world languages, art, music, health and physical education, and career and education development. Teachers assigned to core academic courses will have the appropriate subject certification. Special education teachers will be hired to ensure the appropriate ratios are maintained. Instructional staff job descriptions including qualifications are included in Section B.5 and **Tab 24** of the application. The school’s plan to evaluate the effectiveness of teachers while ensuring growth and development is described later in this section.

The hiring process for instructional staff will comply with all EEOC (Equal Employment Opportunity Commission) regulations. The most qualified applicants will be sought for all positions. In Year 1, teacher recruitment effort will begin immediately after charter authorization which is assumed to be in November 2014. Each school year beginning in 2015, teacher recruitment efforts will begin in the early spring and continue into the summer. Instructional and other staff will be also be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as CareerBuilder.com, and in local media throughout Maine. MEVA administrators will also attend job fairs and set up recruiting sites to inform teachers about the school and interview them. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary.

Teacher compensation levels (salary and benefits) for MEVA will be competitive with starting local salary and benefits. The virtual teaching job is significantly different from brick and mortar classroom teaching, therefore, is attractive to teachers, and results in many applicants. Some of the incentives to teach in a virtual school are:

- Removal of pressure of classroom management from instructional duties
- Significant adult contact with other teachers and staff both at the MEVA office and virtually via phone, email and Class Connect sessions
- Exposure to a rich and rigorous curriculum and learning resources
- Family involvement in education
- Opportunity for bonuses
- Individualized instruction through learning plans for every student

All MEVA teachers will live in Maine and will work on-site at the same facility with the administrators.

Explain what skills and experiences will be expected for learning coaches and how they will be supported. Explain how you ensure that every child has a learning coach.

At MEVA, learning coaches will help guide students through their daily coursework and will verify the number of hours of educational activities completed by the student each school year. Most often, a parent(s) is the student's learning coach. If a parent(s) does not serve as the learning coach, the parent(s) determines the "other responsible adult," unless the student is under court placement or in the custody of a person other than the parent(s). For the assignment to be effective, the parent(s) must formally notify the school of "the other responsible adult" assigned responsibility as the learning coach. In the context of the educational program, parents or, in the case of an assignment, other responsible adults, serve as the learning coach. MEVA believes the involvement of parents in the education of students is critical to school and student success. The virtual school model the school utilizes places critical importance on the parent's role on the teaching team and the expectation is that they will contribute significantly to the education of the student in that role.

Teachers, parents, learning coaches, and school leaders will share an ethic of cooperation, hard work, and high expectations. We will demonstrate high standards and best practices: optimal use

of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused and well-structured instructional practices.

Throughout their child’s education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as Blackboard Collaborate, or in person to discuss their child’s progress. In grades 7 and 8, the learning coach typically spends about 2-3 hours per day supporting their student’s education. The high school parent/learning coach also plays an important supportive role to help the student stay on task and ensure the student is following through on his or her assignments. During high school, however, the student is expected to start managing his or her own time and academic schedule more directly. Learning coaches of high school students also communicate regularly with their student’s teachers and counselor. We will provide year-long training and other opportunities for our Learning Coaches to learn and share experiences including the offerings of the K12 National Parents Network, a large selection of live and recorded sessions and events, including Learning Coach Institutes, Curriculum Support Series, Home and Life Series, Learning Coach Live, Mentor Circles, Booster Program, and Roundtable Discussions.

MEVA teachers take their student’s educational experience very seriously. They provide the first level of on-going assistance to Learning Coaches. Teachers ensure both the students and the Learning Coaches are on task to successfully achieve the learning goals and objectives. If a teacher has a concern regarding a Learning Coach they consult with their administration to develop a plan to remedy the issue.

In addition to their roles as learning coaches, MEVA will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad-hoc committees appointed to address specific issues. The most fundamental role parents will play, however, will be in their role in supporting their child’s learning and in helping continuously evaluate MEVA’s operation, governance, and instructional program

When scheduled, parents attend school outings, field trips, and other outside learning opportunities with their child, but other arrangements can be made to enable a student’s attendance in the event that a parent is unable to bring them. Students will not be penalized if they are unable to make an outing because of a parent’s inability to attend.

MEVA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. Where possible, the school also asks that parents volunteer their time and effort on behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events. In addition:

- Parents can be encouraged to hold a direct leadership position and influence the management of the school by serving on the MEVA Board. The Board sets policy and provides governance and oversight on the school’s academic, extracurricular, finance, personnel, daily business, and legal matters.

- Parents who are not members of the Board are actively encouraged to attend Board and other MEVA meetings and to participate on ad-hoc committees appointed to address specific issues.
- MEVA will organize a Parent Advisory Council beginning in the second year of school operations. The Parent Advisory Council is parent-driven and is recognized as the official voice of the school's parents. The group serves as a direct communication link between the families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- The MEVA website will have a moderated school online community discussion board to facilitate a constructive and interactive communication process.
- Parents will help to continuously evaluate the operation and governance of the school both online and offline. MEVA will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other MEVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the school.

Throughout the school year, the MEVA CEO, other administrators, and teachers will account for contributions that parents and community members have made to the business and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

Describe the school's professional development expectations and opportunities, including the following:

- **Identify the person or position responsible for professional development.**

The MEVA CEO will be responsible for overseeing professional development for MEVA administrative, instructional, and support staff. Among the services to be provided by the education services provider, K12, are new teacher training and ongoing professional development for teachers and administrators. K12 has the capability to provide the professional development our teachers and administrators will need.

MEVA administrative staff will develop monthly in-person professional development that is tied to the MEVA performance goals. K12 professional development programs, both in-person and online, enable teachers to better utilize technology for instruction. According to both the International Association for K–12 Online Learning (iNACOL) and *Education Week*, K12 is the nation’s leader in preparing teachers to teach online. K12 professional development programs, both in-person and online, enable teachers to better utilize technology, data and pedagogical techniques to impact instruction and learning outcomes. In the 2013-2014 school year alone, Academic Services provided onboarding for new hires and additional support and ongoing professional development to more than 6,000 teachers teaching K12 math, English/language arts, science, history, music, art, World Languages, and elective courses in virtual and blended schools all across the country. In that same year, the team also provided professional development to the head administrators of more than 65 schools that K12 provided educational products and services to similar to the services proposed for MEVA.

Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Maine Virtual Academy fully appreciates the benefits of and supports the need for ongoing professional development for all teachers and other staff, particularly in the areas of curriculum and instruction. Professional development opportunities will be a combination of K12’s best practices and training along with required annual professional development for all teachers and other staff. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have an Individual Development Plan (IDP) that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest. Teachers and staff will receive professional development on these and other topics, at various points throughout the year.

- **Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**

Experienced MEVA Teachers

Experienced MEVA teachers will attend 21 days of professional development prior to school opening, **see Tab 18**, for a year 1 school calendar. This training may include topics such as: implementing specific instructional strategies, current curriculum-specific trends, effective teaching strategies and communication skills for a virtual environment, utilizing the state and national standards to inform instruction, using technology to engage students in collaborative learning activities, and using data to guide instruction. In addition to training provided prior to school opening, teachers and staff will attend face to face professional development one day each month during the school year. This professional development will be school-focused and

mission driven, providing professional development for teachers on how to address the specific needs of MEVA students.

Teachers and staff will also have weekly professional development meetings which include an all staff meeting to cover school specific, all-specific professional development (i.e. identifying a student as English Language Proficient, identifying bullying in an online environment, etc.). The CEO will also work one-on-one with each teacher, each week, to discuss specific student data and how to apply that data in order to inform student instruction. Finally, each week, teaching teams will also meet to discuss student data and how, as a team, MEVA teachers can provide students with the resources and individualized instruction required by each student.

Intake Training for New Teachers

Successful virtual teaching takes a very different set of skills, knowledge, and competencies than those used in a brick and mortar setting. K12 has designed a teacher training program to specifically train new teachers how to be effective and engaging in the unique virtual learning environment. K12's training achieves this through a multi-day, synchronous and asynchronous training program, Virtual National Teacher Training (VNTT). This 50-60 hour, 4 week series of events immerses new teachers in the platform, tools, and activities they will use every day in their new role. K12's research shows that the first 30 days in a virtual school is the most challenging for new students and families. This course is designed to emphasize the first 30 days in the program so that new teachers are better equipped to support and ease families into this critical time period.

During the four-week VNTT period, teachers meet synchronously, covering topics included in the tables below and also work asynchronously in their coursework. This time is used to practice the skills learned in the coursework including familiarizing themselves with the tools of the Online School such as lesson planning and tracking student progress. In the final week, the teachers convene synchronously again as a group to review progress made, successes, challenges, and to address questions raised. At the end of the intake training (VNTT) each new teacher is also assigned a veteran teacher as a mentor to provide support as they transition to teaching in the virtual environment.

K12 recognizes that educators have distinct and unique needs based on their role, the population they serve, and tenure. For instance, the role of the grades 7-8 teacher and the grades 9-12 teacher varies greatly based on the developmental needs of the students they serve as well as the systems, curriculum and tools used each day. Likewise, K12 recognizes that the Special Educator has unique responsibilities and serves populations that are distinct from those of the regular educator. Finally, K12 also recognizes that virtual administrators have separate duties from teachers and also use a different set of tools in their role. In light of this, K12 has assembled unique and distinct new teacher training and professional development paths in order to meet these distinct and unique needs.

Ongoing Support and Year-Long Training for New Teachers

K12 will provide a seamless layer of support for new teachers. The Virtual New Teacher Support Program (VNTSP) was created to provide continuous support to virtual new teachers through one-on-one instructional coaching at the school level, as well as extensive assistance through school-level group meetings and staff development built on the foundation established in VNNT. This program is a comprehensive wrap-around training and support program for new teachers that includes an instructional coach, induction activities, and targeted training.

Broadly the program has 4 goals that include the following:

1. Deliver lessons clearly
 2. Maintain high academic expectations
 3. Maintain high behavioral expectations
 4. Maximize instructional time
- **Describe the expected number of days/hours for professional development throughout the school year and explain how the school’s calendar, daily schedule and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.**

Professional development:

Teachers and staff will attend face to face professional development one day each month during the school year. Teachers and staff will also have weekly professional development as a part of every weekly staff meeting. Topics to be included in both face to face and virtual professional development will be school-based and will include topics such as Data Driven Instruction and effective teaching strategies discussed in “Teach Like a Champion.” We will also use development time to work on the common definition and understanding of effective teaching. Professional development will be aligned to the school mission and vision and tied to current performance data trends in each class and grade. There will also be workshops and collaboration among all teachers. The Board is purposefully identifying a 4500-5000 square foot facility for MEVA to meet the requirements for professional development by having individual cubicles for teachers and staff as well as conference spaces for teachers to collaborate, participate in workshops, conferences, and professional development, for school leaders to meet with and mentor teachers, and for frequent parent-teacher interactions.

Below is a monthly school-based professional development schedule for middle and high school teachers:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1:1 Data Meetings	1:1 Data Meetings	All Staff Call 3:00-4:30 (30-30-30 format, last 30 minutes is PD)	1:1 Data Meetings	Data Team Meetings	
	1:1 Data Meetings	1:1 Data Meetings	All Staff Call 3:00-4:30 (30-30-30)	1:1 Data Meetings	Data Team Meetings	

			format, last 30 minutes is PD)			
	1:1 Data Meetings	1:1 Data Meetings	All Staff Call 3:00-4:30 (30-30-30 format, last 30 minutes is PD)	1:1 Data Meetings	Data Team Meetings	
	1:1 Data Meetings	1:1 Data Meetings	All Staff Professional Development 8:30-4:30	1:1 Data Meetings	Data Team Meetings	

Teachers will have one-on-one data meetings for ½ hour, three days per week. These meetings allow teachers time to work with the CEO to review student data and determine the best methods to individualize teaching approaches to each student. As the school grows and grade-level teaching teams are developed, data team meetings will take place once a week and will last for 45 – 60 minutes per week.

The Year 1 school calendar provides 21 professional development and initial school-based inservice training days spread throughout the school year (see **Tab 19**). These are days when school is not in session. The ongoing professional development sessions take several different forms. Some focus on school-based issues, others cover topics of interest beyond MEVA. Teachers of like departments will collaborate when planning for instruction. There is also planning and collaboration between the Special Education Teacher and the General Education Teachers for co-teaching of classes.

Personal Professional Development (monthly)

MEVA understands that while ongoing mission-aligned professional development is imperative for the success of the School, its teacher, administrators, and most importantly its students, teachers also have personal interests that they may wish to pursue. MEVA’s teachers will have access to monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered may include assessment, technology, instructional strategies, and content, for example, professional development sessions around student and even teacher misconceptions by subject.

The flexibility of virtual teaching will allow the program’s teachers to participate extensively in professional development offered through K12 Academic Services division. Teachers will be sent the schedule of available professional development sessions each month, and department chairs will be required to attend subject-specific professional development sessions on a regular basis, in addition to program, district, and state provided professional development.

School Administrator Training

Professional development for new administrators will consist of face to face training and synchronous sessions on the BlackBoard Collaborate web conferencing platform as well as access to online reference tools. The online synchronous sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities of working with students and teachers of various grade levels. These synchronous sessions are designed and delivered by K12's Academic Services Division comprised of Master Educators who have vast and demonstrated experience and expertise in K12's network of managed schools.

There are four required training assignments for administrators as well as an ongoing focus for the year:

- **Orientation to Training** (1 synchronous session): This live session provides a context for training, a knowledge of the path for assistance, an awareness of best practices, and a plan for next steps.
- **New Administrator Customized Training Plan:** This is a guide provided to new administrators to assist them to create a customized training plan that effectively addresses their own job. Training content will be made available to new administrators on K12Training.com. Each new administrator provides her/his training plan to the administrator's supervisor or designated reviewer.
- **Class Connect Basics:** This is a series of four synchronous sessions to introduce the use of the web conferencing tool, Blackboard Connect, for direct instruction in the virtual classroom and running school related meetings.
- **Data Driven Instruction** (2 day face to face training)- Hands on interactive workshop focused on practical real life scenarios that virtual administrators face when using data in their role in working with teachers and staff to drive student achievement.
- **Ongoing Monthly Professional Development** – A year-long series of monthly synchronous sessions that are crafted to a pre-determined area of focus for raising student achievement.

As an example of the focus of the year-long professional development sessions for administrators, in the 2014-2015 school year the focus for leadership development by K12 will be on Data Driven Instruction. The basis for this series will come from Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo and Doug Lemov as well as Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo. The MEVA CEO will also be encouraged to take advantage of the professional development opportunities offered by the MSSA and the MPA.

New Head of School (HOS) Onboarding

New HOS Onboarding features two weeks of face to face training on the most pertinent topics for the ultimate virtual school leader.

The HOS onboarding program for new virtual Heads of Schools was created to meet the needs of the head of school. This program features a two week program on the most pertinent and following aspects of the HOS role:

- Academics (2 days)
- Virtual Operations (2 days)

- Finance and Accounting (1 day)
- Legal and Compliance (1 day)
- Governance (1 day)
- Public Relations (1 day)
- Human Resources (1 day)
- Enrollment (.5 days)
- Marketing (.5 days)

Performance Evaluation and Professional Growth Systems (PE/PG systems)

The MEVA Board will implement rigorous, transparent and fair evaluation systems for the school’s teachers, non-teaching professionals, and administrative staff including the CEO and CFO in compliance with Chapter 508 of Title 20-A of the Maine Revised Statutes. We are aware that legislative rules to implement the statute have been drafted and are under review. “Performance Evaluation and Professional Growth Systems” (PE/PG) must be implemented no later than the 2015-2016 school year. After charter approval, we will evaluate the options to pilot a PE/PG system in the 2014-2015 school year.

The standards of effectiveness for teachers used by MEVA will align with the Interstate Teacher Assessment and Support Consortium (InTASC) standards with appropriate adaptations for a virtual charter school. The standards of effectiveness for the CEO will align with the Interstate School Leaders Licensure Consortium (Educational Leadership Policy Standards: ISLLC 2008) also with appropriate adaptations for a virtual charter school. The evaluation systems will include criteria that must be met by student learning and growth measures used to determine an educator’s effectiveness rating. The measures will relate to growth, not achievement. Standardized tests will not be the only measure used to evaluate student learning and growth. The evaluation systems will include performance data from multiple sources, valid and reliable observation rubrics, measures of student learning, and rating tools. The evaluation process will inform individual’s professional development opportunities.

The evaluation system will be designed to support the development of more effective educators in the classroom as well as those in school leadership positions resulting in improved student achievement to prepare MEVA students for their careers or post-secondary training and productive citizenship. The results of the evaluation will support the staff members’ growth and development as well as student learning, achievement and growth.

MEVA will modify the pilot evaluation system as the Department of Education provides additional guidance. The school will provide all employees with a training session so they are fully informed of the criteria and procedures associated with the evaluation process before the evaluations takes place.

As a part of the process for retaining highly effective teachers, MEVA will develop and implement a teacher mentoring program to provide new teachers with peer assistance and the resources and training needed to be successful.

Teacher Evaluation

Teacher Observation and Practice

K12 products and services include several online and offline tools that allow for meaningful and contemporaneous observation of teachers (scheduled or unscheduled) by the CEO and Program Manager. The virtual teaching environment does not easily lend itself to “walk in classroom observations” therefore the CEO with assistance from the Program Manager will do no less than 3 online classroom observations each year. These observations will take the following form: no less than 2 scheduled online observations and at least one unscheduled online observation. Observations will be conducted with a formal observation tool and will provide informal input and formal documentation to the teachers as a reflection of all the observations. While teachers work at a distance, the CEO can use a collection of online “dashboards”, along with various reporting and data collection tools, to monitor and evaluate performance elements, including: course level progress; synchronous (i.e., real-time) instruction; teacher-student & teacher-parent communications; student attendance and performance; teacher professional development; and individual teacher training, development and/or improvement goals. Some of the tools include automatic data collection with warning indicators and alerts if standards are not met, while other tools, such as observation of synchronous instruction, are similar to observation in a traditional classroom.

Staff effectiveness in instructional practice and professional responsibilities will be evaluated annually with a valid and reliable observation protocol, used by a trained evaluator, to assess the teacher’s performance. MEVA will be implementing either the *Danielson Framework for Teaching* model developed by Charlotte Danielson or the *Marzano Teacher Evaluation Model*, both models are approved models in Maine. A Board member, Ms. Beth Lorigan is currently attending training on the Marzano model. She will use this training and her experience as a school leader to help drive the decision as to the best model for the Board to approve

Both models use the InTASC Standards to describe what effective teaching that leads to improved student achievement looks like. These standards include:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The CEO will be designated by the board to be responsible for ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. MEVA will train evaluators to use the Danielson or Marzano protocol for teacher evaluations and participate in technical assistance opportunities offered by the Maine Department of Education. MEVA will also host professional development sessions for teachers to learn about the protocol and teaching practices aligned with the Danielson or Marzano framework. The CEO will be designated by the board to be responsible for ensuring that annual evaluations of non-teaching professionals are conducted with fidelity to the evaluation system.

CEO Evaluation

The CEO will be evaluated by the Board using standards which align with the Interstate School Leaders Licensure Consortium (Educational Leadership Policy Standards: ISLLC 2008) and are to be determined.

Include a draft of a Staff Handbook or Employment Manual. The Manual should address

at least: faculty and staff assessment, salary administration and a description of benefits, including any health care provided, vacations, holidays, sick days and other conditions of employment.

A draft MEVA staff handbook is included in the application in **Tab 21**.

In responding to this section, include the following topics:

- **Strategies the school has for recruiting and retaining effective teachers.**
- **The school definition of effective.**
- **The staffing-related budget assumptions that align with the educational program needs.**
- **The staffing plan that reflects the anticipated enrollment and growth of the school.**
- **The school's means to determine appropriate experience, training and skills of non-certified instructional personnel. Board**
- **Describe the school's leadership and teacher employment policies, including performance evaluation plans and professional development expectations and opportunities.**

Required Tabs

20. First-year Staffing Chart

21. Staff Handbook or Employee Manual

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Tab 20 – First Year Staffing Chart

Maine Virtual Academy Staffing Chart	
School Year 2015 - 16	
Enrollment Assumptions:	
Middle School student enrollment:	100
High School student enrollment:	200
Staff Positions	
CEO- HOS	1
CFO- Finance	1
Program Manager	1
Office Admin/Registrar	1
Gr 7-12 Teachers	8
SPED Teachers	1.5
Counselors	1
TOTAL	14.5

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Tab 21 – Draft Staff Handbook

Maine Virtual Academy

Draft Staff Handbook

August 2014

DRAFT

DISCLAIMER OF EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT

THIS EMPLOYEE HANDBOOK IS PROVIDED AS A GUIDE AND DOES NOT CREATE EITHER AN EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT OF ANY SPECIFIC DURATION.

I UNDERSTAND THAT EMPLOYMENT AT-WILL MEANS THAT EITHER THE SCHOOL OR I HAVE THE RIGHT TO TERMINATE MY EMPLOYMENT AT ANY TIME AND FOR ANY REASON NOT OTHERWISE PROHIBITED BY LAW.

Employee Signature

Date

Name Printed

(Note: This page is to remain in the Employee Handbook.)

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Table of Contents

Maine Virtual Academy.....	2
Draft Staff Handbook.....	2
August 2014.....	2
DISCLAIMER OF EXPRESS OR IMPLIED CONTRACT OF EMPLOYMENT.....	3
WELCOME!.....	6
INTRODUCTION.....	7
INTRODUCTION TO HANDBOOK.....	7
EMPLOYMENT.....	8
AT-WILL EMPLOYMENT.....	8
CHANGE IN POLICY.....	8
EQUAL EMPLOYMENT OPPORTUNITY.....	8
PERSONNEL FILES.....	8
ACCOMMODATION OF DISABILITIES.....	9
EMPLOYMENT OF RELATIVES.....	9
SEPARATION FROM EMPLOYMENT.....	9
ANTI-HARASSMENT.....	10
VIOLENCE IN THE WORKPLACE.....	12
WEAPONS.....	12
DRUG-FREE WORKPLACE.....	12
TOBACCO-FREE WORKPLACE.....	13
GUIDELINES FOR APPROPRIATE CONDUCT.....	13
ABSENTEEISM AND TARDINESS.....	14
OUTSIDE EMPLOYMENT.....	15
PROHIBITED USE OF RECORDING DEVICES.....	15
HOURS AND COMPENSATION.....	17
HOURS OF OPERATION.....	17
SALARY ADMINISTRATION.....	17
ERROR IN PAY.....	17
EXEMPT EMPLOYEE REDUCTION OF SALARY.....	17
NURSING MOTHERS.....	19
OPERATIONS.....	20
APPEARANCE.....	20
JOB PERFORMANCE EVALUATIONS.....	20
EMERGENCY OFFICE CLOSING.....	20
GIFTS AND FAVORS.....	20
SOLICITATIONS AND DISTRIBUTION OF LITERATURE.....	21
EMPLOYMENT REFERENCES.....	21
WORKPLACE ACCIDENTS AND WORKERS' COMPENSATION INSURANCE.....	21
STUDENT AND FAMILY RELATIONS.....	21
CONFIDENTIALITY OF STUDENT INFORMATION.....	22
MEVA PROPERTY.....	22
SMOKING.....	Error! Bookmark not defined.
TRAVEL.....	22
COMMUNICATIONS.....	23
COMPLAINT RESOLUTION PROCEDURE.....	23

PERSONAL PHONE CALLS AND PERSONAL BUSINESS.....	23
USE OF COMMUNICATION SYSTEMS	23
WIRELESS COMMUNICATION DEVICE USE GUIDELINES	24
INTERNET CODE OF CONDUCT.....	25
EMPLOYEE BENEFITS.....	27
BENEFITS OVERVIEW.....	27
HOLIDAYS	27
LEAVE OF ABSENCE	29
FAMILY MILITARY LEAVE.....	29
FAMILY AND MEDICAL LEAVE	29
BEREAVEMENT LEAVE.....	32
JURY DUTY AND WITNESS LEAVE	32
CONTINUATION OF BENEFITS	32
PERSONAL LEAVE OF ABSENCE	32
VOTING LEAVE.....	33
HANDBOOK ACKNOWLEDGMENT.....	34

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WELCOME!

Thank you for joining Maine Virtual Academy (MEVA). We hope you agree that you have a great contribution to make to our School and that you will find your employment at MEVA a rewarding experience. We look forward to the opportunity of working together to create a more successful school. We also want you to feel that your employment with MEVA will be one that is mutually beneficial and gratifying.

You have joined an organization that prides itself on providing a quality choice in education for Maine families.

We hope you will find satisfaction in your job and take pride in your work.

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INTRODUCTION

INTRODUCTION TO HANDBOOK

This handbook was developed to provide you with guidelines to our School's policies and to outline programs and benefits available to you. You should familiarize yourself with the contents so you will know what is expected of you and what you can expect from our School.

This Employee Handbook replaces all previous MEVA handbooks, policies and memoranda. Failure to follow any of the policies in this handbook may result in disciplinary action, up to and including, termination of employment.

You should have already signed an Employment Agreement outlining your employment relationship with MEVA. Contact your supervisor or the Chief Executive Officer if you have any questions.

We hope that your experience with us will be challenging, enjoyable and rewarding. Again, welcome!

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EMPLOYMENT

AT-WILL EMPLOYMENT

Your employment with MEVA is at-will which means that you or MEVA may terminate your employment at any time for any lawful reason. Your employment with MEVA is at-will regardless of whether you have a written employment agreement with MEVA.

MEVA has the right to transfer, demote, or otherwise discipline an employee at any time for any lawful reason. This handbook is not a contract guaranteeing employment for any specific duration. As provided in the Handbook Acknowledgement, nothing in this handbook creates or is intended to create a promise or representation of continued employment. This handbook replaces any and all prior handbooks, written documents (with the exception of authorized employment agreements) or oral or implied representations that might otherwise contradict the at-will nature of your employment.

CHANGE IN POLICY

The Board may change, revoke or supplement the policies in this handbook at any time without notice. The Board will determine the effective date of any changes and every effort will be made to notify you in advance. However, failure to give advance notice will not void any policy's application in the workplace.

Supervisors do not have the authority to change the policies in this handbook on their own. If you are uncertain about any policy or procedure, contact your supervisor for clarification.

EQUAL EMPLOYMENT OPPORTUNITY

MEVA provides equal employment opportunities to all Employees and applicants in all School facilities without regard to race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information, or sexual orientation in accordance with applicable federal, state and local laws.

This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

PERSONNEL FILES

MEVA maintains a personnel file on each employee. Contact your supervisor to request a review of your personnel file, or contact the CEO to view your personnel file.

To ensure that your personnel file is up-to-date at all times, notify your supervisor or your payroll specialist of any changes in your name, telephone number, home address, withholding instructions, number of dependents, beneficiary designations, scholastic achievements, or the individuals to notify in case of an emergency.

ACCOMMODATION OF DISABILITIES

MEVA is committed to making every reasonable effort to accommodate an employee's disability. An accommodation may be provided as long as the employee can perform the essential duties of the job and it does not create an undue hardship for the School. A reasonable accommodation may include changes in the work environment or in the way a job is performed so that a person with a disability may enjoy equal employment opportunities.

Under this policy, if you are pregnant and request a reasonable accommodation for the duration of or any part of your pregnancy, we will explore all possible means of providing a reasonable accommodation, including:

- Changing the employee's job duties;
- Changing the employee's work hours;
- Relocating the employee's work area;
- Providing mechanical or electrical aids;
- Providing leave; or
- Transferring the employee to a less strenuous or less hazardous position.

Accommodations depend upon the employee's job qualifications and the specific facts and circumstances of each individual situation.

Please inform your supervisor if you require an accommodation. Your supervisor will work with you to determine if there is a need for an adjustment or change at work to accommodate your needs.

EMPLOYMENT OF RELATIVES

MEVA allows the employment of qualified relatives of Employees provided that the working relationship does not create an actual or perceived conflict of interest. Additionally, related Employees may not share the same supervisor nor have a direct reporting or supervisory/management relationship.

For purposes of this policy, "relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or "step" relation. This policy applies to all categories of employment at the School, including regular, temporary and part-time positions.

SEPARATION FROM EMPLOYMENT

An employee may be separated from employment either voluntarily or involuntarily by resignation, retirement, lack of work, poor performance or other reasons.

Exit Interviews

Management may conduct an exit interview to discuss your reasons for leaving and any other impressions that you may have about MEVA. During the exit interview, you can provide insights into areas for improvement for the School and your specific position.

Return of School Property

Any property issued to you by the School such as software, computer equipment, databases, files, cell phone, pager, keys, parking passes, credit card(s) or any other equipment must be returned at the time of termination. You will be responsible for any lost or damaged items.

EMPLOYEE CONDUCT

ANTI-HARASSMENT

MEVA is committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of harassment and discrimination. Any form of harassment based on an individual's legally protected status, is prohibited and will not be tolerated.

All Employees, including supervisors, co-workers, vendors, contractors, customers or other third parties, are expected to adhere to this policy.

Reported or suspected occurrences of harassment or discrimination will be promptly and thoroughly investigated. Following an investigation, MEVA will promptly take any necessary and appropriate disciplinary action.

MEVA will not permit or condone any acts of retaliation against anyone who files or cooperates in the investigation of harassment or discrimination complaints.

The term "harassment" includes harassment based on any category protected by federal, state or local law, which may include, but is not limited to, making sexually explicit comments or jokes, displaying photos or drawings, or sending emails that create a hostile working environment. Employees and supervisors may not engage in conduct that threatens or intimidates another employee or that is unwanted physical contact of any kind. Harassment usually means sexual conduct, but it refers to any offensive gesture, comment or any other activity that is directed at workers based on their religion, national origin, gender, race or disability or other legally protected status.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

- a. Submission to such conduct is an explicit or implicit term or condition of employment;
- b. Employment decisions are based on an employee's submission to or rejection of such conduct; or
- c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Complaint Procedure

MEVA provides you with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment, and discrimination. Any employee who feels harassed or discriminated against is encouraged to immediately inform the alleged offender that the behavior is unwelcome. In many instances, the person is unaware his or her conduct is offensive and this action alone may often resolve the problem. If the informal discussion with the alleged offender is unsuccessful in remedying the problem, or if you do not feel comfortable with such an approach, you should immediately report the conduct to your immediate supervisor or the CEO. We cannot resolve a harassment or discrimination problem unless we know about it. Therefore, it is your responsibility to bring those kinds of problems to our attention so we can

take the necessary steps to correct any problems. The report should include all facts available to you regarding the alleged harassment, sexual harassment, or discrimination.

Confidentiality

All reports of alleged harassment, sexual harassment, or discrimination will be treated seriously. Confidentiality will be maintained to the extent possible. However, to conduct a thorough investigation, certain information may need to be disclosed to other individuals, including the alleged offender. Consequently, absolute confidentiality cannot be promised and cannot be guaranteed.

Investigative Procedure

Once a complaint of alleged harassment, sexual harassment, or discrimination is received, we will begin a prompt and thorough investigation. The investigation may include interviews with all involved Employees, including the alleged harasser, and any Employees who are aware of facts or incidents alleged to have occurred.

Following an investigation, MEVA will promptly take any necessary and appropriate disciplinary action. Disciplinary action will be taken if the investigation reveals that an employee has acted in a manner that is not in alignment with the goals of this policy. MEVA may address any workplace issue discovered during an investigation. This may include some or all of the following steps:

1. Restore any lost terms, conditions, or benefits of employment to the complaining employee.
2. Discipline the alleged harasser. This discipline may include written disciplinary warnings, transfer, demotion, suspension and/or termination of employment.

If the alleged harassment, sexual harassment, or discrimination is from a vendor, contractor, customer or other third party, MEVA will take appropriate action to stop the conduct.

If you have made a complaint but feel that the action taken in response has not remedied the situation, you should make an additional complaint following the complaint procedure outlined in this policy. Complaints of unlawful harassment, sexual harassment or discrimination may also be filed with the Main Human Rights Commission, State House Station 51, Augusta, ME 04333, (207) 624-6290.

Duties of Employees and Supervisors

All Employees of MEVA are responsible for assuring that a workplace free of harassment, sexual harassment, and discrimination is maintained. Any employee may file a complaint regarding incidents experienced personally or incidents observed in the workplace. MEVA strives to maintain a pleasant work environment where all Employees are able to effectively perform their work without interference of any type and requests the assistance of all Employees in this effort.

All managers and supervisors are responsible for doing all they can to prevent and discourage harassment, sexual harassment, and discrimination from occurring. If a complaint of harassment, sexual harassment or discrimination is raised, the individual to whom the complaint is made (i.e., supervisor, CEO) should act promptly to notify the CEO. MEVA may discipline any managers or supervisors who fail to follow this policy, which discipline, may include termination.

VIOLENCE IN THE WORKPLACE

MEVA is committed to providing a safe workplace for Employees, customers, vendors, volunteers, independent contractors and others with whom we do business. MEVA has zero tolerance for violent acts or threats of violence.

You are expected to conduct yourself in a non-threatening, non-abusive manner at all times. Any direct, conditional or veiled threat of harm to any employee, guest or School property will be considered unacceptable behavior. Acts of violence, intimidation or bullying of others will not be tolerated.

All Employees share the responsibility in identifying and alleviating threatening or violent behaviors. Anyone who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, is to immediately report this information to his/her supervisor, the CEO, or the Board. You must assume that any threat is serious. MEVA will carefully investigate reports and maintain employee confidentiality to the fullest extent possible.

MEVA will take disciplinary action, up to and including termination, and/or legal action as appropriate, against any employee who commits or threatens to commit a violent act against any person while on School premises or while engaged in School business off the premises.

WEAPONS

MEVA has zero tolerance for, and forbids the possession of any type of weapon, firearm, explosive and/or ammunition while on School property or conducting School business. For purposes of this policy, School property includes, but is not limited to, all School facilities or school-provided equipment that are either leased or owned by the School.

Possession of firearms or other weapons may be cause for discipline, including, but not limited to, immediate termination of employment. In enforcing this policy, MEVA reserves the right to request inspections of any employee and their personal effects while on School property, to the extent allowable under applicable law. Any employee who refuses to allow a lawful inspection will be subject to the same disciplinary action as having been found in possession of firearms or other weapons.

Employees share the responsibility of identifying violators of this policy. If you either witness or suspect another individual of violating this policy you should immediately report this information to your onsite supervisor.

DRUG-FREE WORKPLACE

MEVA is committed to protecting the safety, health and well-being of all Employees, customers, clients, and vendors in our workplace. "Workplace" includes school property, any school-sponsored activity, or any other site where you are performing work or representing the School. The term "drug" as used in this policy includes alcoholic beverages and prescription drugs, as well as illegal inhalants and illegal drugs and/or controlled substances including, but not limited to, marijuana, opiates (e.g., heroin, morphine), cocaine, phencyclidine (PCP), and amphetamines.

All Employees are expected to contribute to maintaining a drug-free workplace. Prohibited activities under this policy include the possession, use, sale, attempted sale, distribution, manufacture, purchase, attempted purchase, transfer or cultivation of drugs in the workplace. Employees are also prohibited from being at the workplace with a detectable amount of drugs in their system. However, the use and/or possession of prescription drugs, when taken as directed and obtained with a valid prescription under federal law, is not a violation of this policy. As a condition of continued employment, all Employees must comply with this policy. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment.

Contact the Employee Assistance Program (EAP) for information about the availability of treatment programs such as assistance provided by MEVA's health care plan coverage or drug and alcohol abuse rehabilitation and education programs.

This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

TOBACCO-FREE WORKPLACE

MEVA is committed to providing all Employees with a safe and healthy work environment. MEVA premises in which children are served are smoke-free. All other MEVA premises are smoke-free, unless clearly marked otherwise. Smoking a cigarette, cigar, e-cigarette or pipe or any other form of tobacco, as well as the chewing of tobacco, is not allowed. For the convenience of employees, an outdoor smoking area may be designated in MEVA facilities in which children are not served, and smoking shall be prohibited in all areas other than the designated area. Employees are expected to use the waste disposal receptacles for smoking products. Employees smoking in any non-smoking area may be subject to disciplinary action, up to and including termination.

GUIDELINES FOR APPROPRIATE CONDUCT

In order to conduct the operations of MEVA efficiently and professionally, all Employees are to follow rules of conduct that will protect the interests and safety of all Employees and the School. All Employees are expected to act in a professional manner at all times including during interactions with customers, co-workers, management and the general public.

Although it is not possible to list all forms of inappropriate behavior and conduct, the following are examples that are considered inappropriate and may result in disciplinary action up to and including termination of employment:

- Falsifying employment or other school records;
- Violating the Anti-Harassment policy;
- Violating certain state, federal or local laws and regulations;
- Violating security or safety rules or failing to observe safety rules or safety practices; failing to wear required safety equipment; tampering with equipment or safety equipment;
- Soliciting gratuities from customers or clients;
- Displaying excessive or unexcused absenteeism or tardiness;
- Possessing firearms, weapons or explosives on school property;

- Using the school's property and supplies, particularly for personal purposes in an excessive, unnecessary or unauthorized way;
- Negligent damage of property;
- Violating the Violence in the Workplace policy;
- Violating the Drug-Free Workplace policy;
- Committing theft or unauthorized possession of school property or the property of fellow Employees; possessing or removing any school property, including documents, from the premises without prior permission from management; using school equipment or property for personal reasons without proper authorization; using school equipment for profit;
- Giving confidential or proprietary information to competitors or other organizations, or to unauthorized Employees; working for a competing business while an employee of the school; breaking confidentiality of personal information;
- Using obscene, abusive or threatening language or gestures;
- Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same;
- Soliciting, selling, or collecting funds for any purpose while on working time (not including meals and authorized breaks). Employees who are not on working time shall not interfere with the work of Employees who are on working time.
- Smoking in restricted areas or at non-designated times.

Where appropriate, supervisors will follow a process of progressive employee discipline. Before or during application of any discipline, Employees may be given an opportunity to relate their version of the incident or problem and provide an explanation. Examples of progressive employee discipline include:

- Verbal Counseling - A conversation with an employee explaining that the employee's conduct or poor performance is unacceptable, and repeated or continued unacceptable conduct or performance will result in more severe disciplinary action. A record of the notice of the verbal counseling may be made and retained in the employee's personnel file.
- Written Counseling - A written document or memo that describes the unacceptable conduct or performance of the employee and specifies needed changes or improvements. A copy of the written counseling generally will be retained in the employee's personnel file.
- Termination - If an employee fails to follow acceptable conduct or performance standards, the Board may terminate the employee's employment.

Depending on the specific circumstances, MEVA may suspend or terminate an employee without prior discipline, or without following a particular order of discipline.

ABSENTEEISM AND TARDINESS

Regular attendance is important to the smooth operation of MEVA. If you are late or absent, it places a burden on other Employees and may impact productivity, customer satisfaction and team morale.

You are expected to be reliable and punctual by reporting to work on time and as scheduled. If you know that you will be absent or late arriving for work, notify your supervisor directly as soon

as possible. In most circumstances, you should notify your supervisor within the first 30 minutes of your work shift each day of your absence, unless you have been granted a leave of absence. In the event of a sickness or accident while performing your duties, notify your supervisor immediately.

If you are absent for three or more consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider before you will be permitted to return to work. Failure to properly report your absences may be considered a voluntary resignation of your position.

OUTSIDE EMPLOYMENT

You may hold outside employment so long as you meet the performance standards of your job with MEVA. You will be evaluated by the same performance standards and will be subject to scheduling demands, regardless of any existing outside work requirements.

Any outside employment that appears to conflict with or compromises the interests of the School is not permitted. Employees also may not receive any income or material gain from individuals outside the School for materials produced or services rendered while performing their jobs with the School.

PROHIBITED USE OF RECORDING DEVICES

To encourage open channels of communication among Employees and to ensure the privacy of our Employees, clients and customers, and the integrity of our school information, you may not openly or secretly tape, record, or videotape, any conversation, communication, activity or event. This policy also applies to recording conversations and communications with any other third parties either doing business with or connected to MEVA, including outside legal counsel, auditors and regulatory officials.

You are restricted from using the recording or camera functions on any electronic communication devices anywhere in the building or on school property at any time.

ROMANTIC RELATIONSHIPS

MEVA strongly believes that an environment where Employees maintain clear boundaries between employee personal and business interactions is most effective for conducting business. Romantic relationships may cause misunderstandings, conflicts of interest, complaints of favoritism, negative employee morale, and has the potential for sexual harassment claims if the relationship ends.

All Employees are strongly discouraged from becoming romantically involved with co-workers, especially in relationships where Employees are in a supervisor-subordinate relationship. Employees are expected to behave in a professional manner in the workplace and must follow the School's policy against unlawful harassment of any kind, including sexual harassment.

An employee who is romantically involved with a supervisor or co-worker should immediately and fully disclose the relevant circumstances to their supervisor or another management member so that a determination can be made as to whether the relationship presents an actual

or potential conflict of interest. If so, the Board may take appropriate action according to the circumstances, up to and including transfer or termination of employment.

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HOURS AND COMPENSATION

HOURS OF OPERATION

Normal operating hours for MEVA are from 8:30am to 5:00pm, Monday through Friday. These hours may vary depending upon your position and work requirements. If applicable, your supervisor will provide direction for lunch and rest breaks in order to facilitate the smooth flow of business and to maintain an adequate number of staff.

Give your supervisor as much advance notice as possible for any schedule changes.

SALARY ADMINISTRATION

For payroll purposes, the workweek for MEVA begins 8:30am Monday and ends at 5:00pm Sunday. This practice may vary for those with flexible work schedules, but the workweek will always be a fixed 7-day period.

All Employees will be paid semimonthly on the 1st and 15th. For paydays falling on a weekend or holiday, you will be paid the prior business day. Direct deposit options will be available.

If your employment ends, you will be paid your final wages in accordance with applicable state law.

TIMESHEETS

Accurately reporting time worked is the responsibility of every nonexempt employee in order for MEVA to calculate employee pay and benefits. All nonexempt employees are required to accurately complete a timesheet reflecting all time worked and time away from work. You must sign your own timesheet prior to submitting to your supervisor for approval. Any discrepancies a nonexempt employee may have regarding overtime should be resolved by your supervisor before submitting your hours. Nonexempt employees may not work “off the clock” and if you are asked to do so, you should immediately report this to management.

ERROR IN PAY

MEVA makes every effort to ensure that you receive the correct amount of pay in each paycheck and that you are paid on the scheduled payday.

You should review your paycheck when received and, if you believe an error has been made, contact your supervisor or the CFO. All necessary steps will be taken to research the problem and to assure that any necessary correction is promptly made.

EXEMPT EMPLOYEE REDUCTION OF SALARY

Exempt Employees are paid on a salary basis and, in general, must be paid their full salary for any week they perform work. Their weekly salary may be reduced only in the following circumstances:

- Employees who are absent for at least a full day because of personal reasons, sickness or disability will not be paid for that day unless they have accrued paid time off under the MEVA paid time off, vacation, sickness or disability policy and the absence qualifies for pay under the policy. Their salary will not be reduced for less than a full day because of personal reasons, sickness or disability.

- Employees who are absent from work for jury duty, attendance as a witness or military leave may have their salary reduced by the amount of payment they receive in the form of jury fees, witness fees or military pay. Their salary will not be reduced by the number of hours or days they are absent unless they perform no work during a given week.
- Employees who work less than 40 hours during their first and/or last week of employment will be paid a proportionate part of their full salary for the time actually worked.
- Employees who take leave under the Family and Medical Leave Act will not be paid for that time unless they have accrued paid time off under MEVA's paid time off, vacation, sickness or disability policy, if any. Their salary will be reduced by the hours missed, even if it is for less than a full day.
- Employees may be suspended without pay for other types of workplace misconduct, but only in full day increments. This refers to suspensions imposed according to a written policy applicable to all Employees regarding serious misconduct, including, but not limited to, workplace harassment, violence, drug and alcohol violations, legal violations, etc. The possibility of unpaid suspensions is included into all similar policies.

This policy is subject to applicable state law regarding reduction of exempt employees' salaries if the state law is more favorable to Employees.

Prohibited Reductions/Complaint Procedure

This policy is intended solely to implement Fair Labor Standards Act (FLSA) regulatory requirements, and applicable state law will be applied and modified as necessary in accordance with the requirements, and is not to be considered any type of contract.

OVERTIME FOR NONEXEMPT EMPLOYEES

Depending on the School's work needs, employees will be required to work overtime when requested to do so. Nonexempt Employees will be paid overtime premiums at the applicable federal or state wage rate, whichever is higher. You are responsible for clearly noting all hours worked, including any overtime hours, on your timesheet.

It is our policy that no overtime can be worked without the advance approval of your supervisor. Failure to obtain approval in advance of working the overtime is a violation of School policy and you may be subject to disciplinary action.

If, during a workweek, you are away from the job because of an injury, paid holiday, jury or witness duty, sick day or vacation day, those hours not worked will not be counted as hours worked for the purpose of computing overtime pay, even if you receive pay such as sick or vacation pay for such time missed.

Prohibited "Off the Clock" Work

Employees are not to work "off the clock" and are required to ensure that all time worked is properly recorded. If you are given directions to perform work "off the clock," you should promptly notify your supervisor. If your supervisor has given you directions to work "off the clock" and/or has told you not to properly record all hours worked, notify your CFO. You will not be penalized in any way for making such a complaint.

The following policy is applicable to employees working in Maine.

NURSING MOTHERS

MEVA will provide adequate unpaid break time or permit an employee to use paid break time or meal time each day to express breast milk for her nursing child for up to 3 years following child birth. MEVA will make a reasonable effort to provide a clean room or other location, other than a bathroom, where an employee may express breast milk in privacy. MEVA will not discriminate in any way against an employee who chooses to express breast milk in the workplace.

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OPERATIONS

APPEARANCE

All Employees are to exercise sound business judgment with regard to grooming, neatness, and personal hygiene when reporting for work and engaging in work-related activities. You are expected to dress in a manner that is consistent with both the workplace and the type of work you perform.

Some individuals may have sensitivity or allergic reactions to perfumes, colognes, powders and lotions. If you use these items, use them in moderation and with consideration for those around you.

MEVA will consider reasonable accommodations to appearance standards for medical and/or religious reasons. Contact your supervisor if you have a request for an accommodation in this area.

JOB PERFORMANCE EVALUATIONS

MEVA is committed to attracting and retaining a qualified and competent workforce. Employees typically will receive an annual written performance review and may receive additional performance evaluations at other intervals. Written performance reviews will be based on your overall performance in relation to your job responsibilities, your achievements and work behavior. Informal performance discussions typically occur throughout the year and encourage open supervisor-employee communication.

A positive performance review does not guarantee either an increase in compensation or continued employment. Raises, if given, may be based on a number of factors, such as the School's performance, department or group performance and individual performance.

EMERGENCY OFFICE CLOSING

MEVA may close school facilities to protect employees' well-being and safety during periods of severe weather, utility failure, national crisis, fire, flood, earthquake, or some other emergency. Your supervisor will advise you of the procedures to be followed when offices are closed. If the office is closed for a full day or more, non-exempt Employees will not be paid, but they will have the option to use any accrued but unused paid time off.

GIFTS AND FAVORS

Employees should not solicit or accept a promise of future employment based on any gift, loan, gratuity, reward or anything else of monetary value that might appear to influence your judgment or create a conflict in the performance of your job.

You may accept occasional unsolicited courtesy gifts or favors (such as business lunches, tickets to sporting events or cultural events, holiday baskets, flowers, etc.) so long as the gifts or favors have a market value under \$100, are customary in the industry, and do not influence your judgment or conduct or create an appearance of impropriety or conflict of interest. Contact your supervisor for guidance as needed.

SOLICITATIONS AND DISTRIBUTION OF LITERATURE

MEVA strives to maintain a professional environment and prevent interference with work and inconvenience to others from solicitations and/or distribution of literature.

The following guidelines apply throughout MEVA:

- Group meetings for solicitation purposes during work time or in work areas are prohibited. This guideline does not pertain to school-sponsored meetings.
- Distribution or circulation of literature or other materials during work time or in working areas is prohibited.
- Employees are not to engage in the solicitation of other Employees during work time or in working areas.
- Employees must have management approval to post information on the school's bulletin board.
- Non-Employees are prohibited from trespassing, soliciting or distributing literature on school premises.

EMPLOYMENT REFERENCES

You should refer all requests for employment verification, on current or former Employees, to the CEO. MEVA will only release your last title and dates of employment, unless you have authorized in writing certain additional information to be provided.

WORKPLACE ACCIDENTS AND WORKERS' COMPENSATION INSURANCE

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to your supervisor and/or the CEO. If you or another employee is seriously injured, contact outside emergency response agencies. No matter how insignificant an injury may seem at the time of occurrence, you are to notify a supervisor or MEVA's CEO of any workplace accident or injury.

The federal law, Occupational Safety and Health Administration (OSHA) requires that we keep records of all illnesses and accidents, which occur during the workday. Employees are required to report any workplace illness or injury, no matter how slight. OSHA also provides for your right to know about any health hazards that might be present on the job. Should you have any questions or concerns, contact your supervisor or MEVA's CEO for more information.

Workers' compensation insurance coverage is provided by MEVA.

STUDENT AND FAMILY RELATIONS

MEVA strives to consistently provide students and their families with service that is of exceptional quality and value.

In order to realize our commitment to our families, we expect the following from each of our employees:

- Provide courteous service in a prompt and efficient manner
- Establish and maintain positive relationships with families by gaining their trust and respect through professional, honest interaction.

- Handle complaints quickly and professionally. If you are unable to resolve a complaint to the parent's satisfaction, review the situation with a member of the administrative team.
- Communicate with families in a professional manner either in person, over the phone, or via e-mail.

CONFIDENTIALITY OF STUDENT INFORMATION

Employees shall ensure the confidentiality of all student records, as required by state and federal law, including the federal Family Educational Rights and Privacy Act (20 U.S.C. 1232g et seq.) ("FERPA"). Any personally identifiable information about a student that is disclosed to Employees shall be used solely for the stated purposes of the disclosure and shall not be re-disclosed to any other person without the prior written consent of the student's parent (or of the student if he/she is age 18 or older). Re-disclosure of such information by Employees without the required prior written consent will result in disciplinary action, up to and including termination.

MEVA PROPERTY

In an effort to ensure the safety and welfare of Employees and invitees, MEVA reserves the right, on reasonable suspicion that school policy is being violated, to conduct searches or inspections which includes, but is not limited to, employee's work area, desks and any other property located on school premises or worksites. Entry on school premises or worksites constitutes consent to searches or inspections.

TRAVEL

When travel is approved and performed in the course of conducting School Business, Employees must follow MEVA's Travel Guidelines Handbook regarding expenses and reimbursement.

MEVA's Travel Guidelines Handbook may be obtained from the CEO.

COMMUNICATIONS

COMPLAINT RESOLUTION PROCEDURE

MEVA is committed to providing a comfortable and productive work environment for Employees. It is important that your concerns are resolved in a timely manner in an atmosphere of open communication and mutual respect. You are encouraged to follow the process below for bringing concerns to management for resolution. Employees will not be penalized for taking advantage of this procedure.

First, discuss the problem with your supervisor. If you do not believe a discussion with your supervisor is appropriate, request a meeting with the CEO. In an effort to resolve the problem, the CEO will consider the facts and may conduct an investigation.

Additionally, the Anti-Harassment Policy in this handbook outlines procedures for Employees to report complaints of harassment and discrimination.

PERSONAL PHONE CALLS AND PERSONAL BUSINESS

During business hours, you are requested to keep personal calls, including personal cell phone calls, to an absolute minimum. No long distance or charged calls, such as directory assistance, other than work related calls, are to be made from school telephones. If it is absolutely necessary that you make a personal charged call from work, you must bill it to your personal credit card, home number or use your personal cell phone. Telephone records are subject to periodic review by management.

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow us to make modifications to the work schedule if necessary and will keep us aware of your availability during the day. Personal visits from friends and family members to the worksite are discouraged.

USE OF COMMUNICATION SYSTEMS

MEVA provides the communication systems necessary for you to conduct business. You are expected to adhere to proper use of all communication systems. These include, but are not limited to, the telephone, email, wireless communication devices, iPads, tablets, facsimile, Internet access and other external network connections, network file share and storage systems, wide area network, kmail, voicemail, computers, modems, systems, audio/visual equipment, and other software and equipment.

MEVA's computing and communications systems are to be used in a productive manner primarily for the school business.

No Privacy Expectations

You should have no expectation of privacy of any correspondence, messages or information located or sent across MEVA's computing and communication systems, regardless of the content or purpose. This includes email, social media sites, text messages, chat messages, internet searches and stored documents.

MEVA may access, monitor, copy, capture, disclose, delete, and use any communication, information or data, whether personal or business related, that is created on, stored on (permanently or temporarily), viewed on, downloaded or uploaded to, accessed by, printed

from, or communicated across the School's computing and communication systems with or without notice to the employee. This includes instances where Employees transmit or receive text or instant messages on school devices. All messages, regardless of content or the intent of the sender, are a form of school-related correspondence, and are subject to the same internal and external regulation, security and scrutiny as any other school correspondence.

Email communications must be written following customary business communication practices as is used in correspondence. Email communications are official internal communications, which may be subject to summons in legal proceedings. Work-related messages should be directed to the specific employee(s) rather than sending a global message to all Employees. It is the employee's obligation to notify any third parties affected by this policy of the School's policies regarding monitoring employee communications.

Communication systems shall not be used as a forum to promote religious or political causes, or an illegal activity. Offensive or improper messages or opinions, transmission or postings of sexually explicit images or other images or materials inappropriate for the workplace, messages, cartoons, or other such items, or messages that may be construed as harassment or disparagement of others based on race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental/intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information or sexual orientation are also prohibited.

Unless authorized by personnel with the authority to grant such authorization, any attempt to gain access to another employee's personal communications system and messages is prohibited.

WIRELESS COMMUNICATION DEVICE USE GUIDELINES

MEVA provides wireless communication devices, including hands-free devices, to Employees who have a job-related need for them. These devices are the property of MEVA. The following guidelines must be followed:

- Employees are expected to carry wireless communications devices as directed by their supervisor.
- Employees are responsible to immediately report any lost or stolen wireless communications devices and must report such losses immediately.
- Upon termination of employment for any reason, the employee must return all school-issued property.

Safety Concerns

MEVA values its Employees and the safety of others, and expects Employees to put safety first while driving. Employees are prohibited from using wireless communication devices while driving unless using a hands-free device. Texting and emailing (including composing, sending, or reading) while driving is strictly prohibited. You are strongly encouraged to pull off to the side of the road and park the vehicle in a safe location before placing or accepting a call or before reading or writing e-mail or text messages. You should take special care in situations where there is heavy traffic, inclement weather or you are driving in an unfamiliar area.

You are expected to know and follow all local and state laws related to using communication devices while driving. Employees are responsible for all traffic violations and consequences resulting from the use of communication devices while driving.

No Use of Camera Phone

Use of the camera feature on cellular phones or other communication devices presents risks to the School, potentially compromising customer information, trade secrets, or the privacy of your co-workers. Use of this feature is banned from restrooms, locker rooms, laboratories, manufacturing areas, etc.

INTERNET CODE OF CONDUCT

Access to the Internet has been provided to Employees for the benefit of the School. It is your responsibility to use the Internet in a productive manner. The following guidelines have been established for using the Internet.

Acceptable Use of the Internet

You should use the Internet in an effective, ethical and lawful manner. You may use the Instant Messaging Systems and Internet Forums to conduct official school business or to gain technical or analytical advice. Databases may be accessed for information as needed. Email may be used for business contacts.

Unacceptable Use of the Internet

It is strictly prohibited for you to use the Internet while working for personal gain. Use of the Internet while on school time must not interfere with your productivity or disrupt the operations of the school network or the network of other users.

Communications

You are responsible for the content of all text, audio or images that you place or send over the Internet including, but not limited to, any Web-based sites or programs utilized through the School. Employees should avoid posting statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, and threatening or intimidating; that disparage clients, employees, or vendors; or that might constitute harassment or bullying. Examples of this conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or school policy.

Except to the extent that you are discussing your wages, hours, or terms and conditions of employment, the following guidelines apply: All messages communicated on the Internet should have your name attached to them if they mention or refer to MEVA in any way. No messages regarding or relating to the School are to be transmitted under an assumed name. Employees may not transmit messages or other communication by means that either mask or hide their identity or indicate that they are sent by someone else if it contains information regarding the School's business.

Software and Copyright Issues

MEVA intends to prevent computer viruses and unauthorized use of copyrighted materials belonging to entities other than the School. You should obtain prior approval before downloading any software. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by

the owner. Failure to observe copyright or license agreements may result in disciplinary action from the School, up to and including immediate termination or legal action by the copyright owner.

Confidentiality and Passwords

While our systems may accommodate the use of passwords for school security, you should not expect confidentiality of your files at work. MEVA reserves the right to access your Internet use and messages at any time, without notice.

Never disclose personal or system passwords to anyone other than authorized school representatives. You are not to attempt to gain access to another employee's system, including email or voice mail messages.

Security

All messages created, sent or retrieved over the Internet are the property of the School and are not private. The School may access and monitor all messages and files on the computer system at any time. All communications, including text and images, can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver.

Harassment

Harassment of any kind is prohibited. Messages with derogatory or inflammatory remarks about an individual or group's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information or sexual orientation will not be permitted.

Violations

Violations of any guidelines listed in this policy may result in disciplinary action, up to and including immediate termination. If necessary, the School will advise appropriate legal officials of any illegal violations.

EMPLOYEE BENEFITS

BENEFITS OVERVIEW

Every new hire has **30 calendar days to enroll in benefits**. After 30 days, you will not be eligible for benefits until our next open enrollment which will take place in the fall of the calendar year.

- If you have a life changing (qualifying event) which can be marriage, divorce, birth, death, or adoption, spouse loss of coverage, you will have the opportunity to enroll in MEVA benefits. You will have **30 days from the date of the qualifying event** to enroll in MEVA benefits. After the 30 days, you must also wait until the next open enrollment period.
- Benefits coverage will be available for Domestic Partners and their dependent children.
- Medical insurance – Children are covered until calendar year in which they reach the age of 26.
- Dental insurance - Children are covered until calendar year in which they reach the age of 23 (26 if full-time student)
- Eligible employees are defined as those who work **at least 30 hours** (full-time) per week.
- Social Security information will be needed and varies based on the benefits elected.

Benefits

- Medical & Prescription, Dental, Life, Disability, and AD&D Insurance
- Dependent Care, Healthcare Flexible Spending Accounts, and Transportation Flexible Spending Accounts
- 401(k) – All employees are automatically enrolled upon hire at 3% unless employees participate in a state retirement plan (i.e. MainePERS)
 - There is an employer match
 - Vests 25% each year for 4 years
 - Contribution and investment changes can be made at any time
- COBRA – You will be notified by the plan administrator and given additional information regarding the continued coverage option upon separation. Should you elect to continue coverage on an after-tax basis, you will need to complete the election forms and return them to your new employer within 60 days of separation or from the date you receive your COBRA continuation rights notification.

VACATION/RECESS

MEVA recognizes the need for employees to take time off to relax and recharge. As a result, most employees of MEVA are provided time off during the Holiday break, winter break, spring break and summer recess. The dates of these breaks will be determined and added to the School Calendar. The CEO and/or Board reserve the right to amend this schedule if needs dictate. MEVA employees do not accrue vacation time and will not carry over vacation time from school year to school year. Employees should refer to their Employment Agreement to ascertain their allowed vacation or contact the CEO for clarification. Employees are expected to schedule trips and other vacations during holiday break, winter break, spring break and summer recess. Requests for unpaid time off must be pre-approved by the CEO and will only be granted in extenuating circumstances.

HOLIDAYS

Regular full-time Employees are eligible for paid holidays during each calendar year. To receive holiday pay, a nonexempt employee must work the regularly scheduled workday before and

after the holiday, unless your supervisor approves an exception in writing. A paid holiday does not count as a day worked in calculating overtime for the week. Part-time employees may be eligible for holiday and pay for winter and spring break. Summer break will not be paid time off for part-time employees. Employees on an unpaid leave of absence will not be eligible for paid holidays and breaks.

MEVA observes the following holidays each year:

Labor Day	New Year's Day
Veteran's Day	Martin Luther King Day
Thanksgiving and day after	President's Day
Christmas/Hanukkah	Memorial Day
	Independence Day

A recognized holiday that falls on a Saturday will be observed on the preceding Friday and a recognized Sunday holiday will be observed on the following Monday.

SICK TIME

All full-time employees will accrue sick time that is to be used either when they cannot report to work/meeting or are not available to perform their duties due to personal illness or illness of a dependent. Employees must notify their immediate supervisor (COE, CFO, Lead Teacher) by phone (email is not accepted) as soon as they realize they are not able to report to work/meeting or perform their duties. When time is taken off due to an illness/injury the employee must complete a Request for Time Off (RTO) form. This form is to be sent to management via email as soon as possible.

1. All full-time employees will accrue sick time per pay period.
2. Sick time will accrue from July 1 – June 30. Employees may accumulate sick time to an aggregate of not more than 360 hours. MEVA does not accept sick time balances from other school districts. All new employees will begin with a balance of zero. Sick time will not be paid out upon termination of employment.

LEAVE OF ABSENCE

The following policy is applicable to employees working in Maine.

FAMILY MILITARY LEAVE

Maine Family Military Leave provides Employees up to 15 days of unpaid leave per deployment, if requested by the employee. MEVA must have at least 15 employees at the time of request in order to honor requests. Family military leave may be taken only during one or more of the following timeframes:

- A. The 15 days immediately prior to deployment;
- B. Deployment, if the military member is granted leave; or
- C. The 15 days immediately following the period of deployment.

The 15 days immediately following the period of deployment.

Eligible Employee

To qualify to take Maine Family Military Leave, you must meet the following requirements the date leave is to begin.

1. You are an active employee and have been employed for at least 12 consecutive months; and
2. You have worked at least 1,250 hours during the 12-month period immediately preceding the day the leave begins; and
3. You are the spouse, domestic partner, or parent of a service member called to military service lasting longer than 180 days.

Notice Requirements

- A. Employees must give at least 14 days' notice of the intended date upon which the family military leave will begin if leave will consist of 5 or more consecutive work days.
- B. An employee taking fewer than 5 consecutive work days must give the employer advance notice as practicable.

The employer shall consult with the employee to attempt to schedule the leave so as to not unduly disrupt the operations of the employer.

The following policy is applicable to employees working in Maine.

FAMILY AND MEDICAL LEAVE

This Policy is in effect only where MEVA is a covered employer under applicable Maine law and when MEVA employs 15 or more employees.

As provided under the Family and Medical Leave Act ("FMLA"), MEVA provides unpaid family and medical leaves of absence to eligible Employees.

Eligible Employee

To qualify to take family and medical leave, you must meet the following requirements the date your leave is to begin:

1. You are an active full-time or part-time employee who works at a MEVA worksite where 15 or more MEVA Employees work in that worksite; and
2. You have been employed by MEVA for at least 12 consecutive months; and

Approved Reasons for Leave

FMLA leave may be taken for the following reasons:

1. A serious health condition of the employee;
2. The birth of the employee's child or the employee's domestic partner's child;
3. The placement of a child 16 years of age or less with the employee or the employee's domestic partner in connection with the adoption of the child by the employee or the employee's domestic partner;
4. A child, domestic partner's child, parent, domestic partner, sibling or spouse with a serious health condition;
5. The donation of an organ of that employee for a human organ transplant; or
6. The death or serious health condition of the employee's spouse, domestic partner, parent, sibling or child if the spouse, domestic partner, parent, sibling or child as a member of the state military forces, as defined in Maine Revised Statutes, Title 37-B, Section 102, or the United States Armed Forces, including the National Guard and Reserves, dies or incurs a serious health condition while on active duty.

Length of Family and Medical Leave

An eligible employee is entitled to up to 10 work weeks of family medical leave in any 2 years. The following conditions apply to family medical leave:

- A. The employee must give at least 30 days' notice of the intended date upon which family medical leave will commence and terminate, unless prevented by medical emergency from giving that notice.
- B. The employer may require certification from a physician to verify the amount of leave requested by the employee, except that an employee who in good faith relies on treatment by prayer or spiritual means, in accordance with the tenets and practice of a recognized church or religious denomination, may submit certification from an accredited practitioner of those healing methods; and
- C. The employer and employee may negotiate for more or less leave, but both parties must agree.

Family medical leave granted under this subchapter may consist of unpaid leave. If an employer provides paid family medical leave for fewer than 10 weeks, the additional weeks of leave added to attain the total of 10 weeks required may be unpaid.

Leaves may be taken as intermittent leave or a reduced schedule when medically necessary for your own serious health condition or the serious health condition of a family member. An employee requesting intermittent leave/reduced schedule leave that is foreseeable based on planned medical treatment may be transferred temporarily to an available alternative position with equivalent pay and benefits, or to a part-time position with an equivalent hourly rate and benefits, if such a position better accommodates the need for intermittent leave/reduced schedule leave.

2. Unpaid leave.

Substitution of Paid Leave

If you are taking family and medical leave due to your own serious health condition, you should substitute all accrued paid leave, including accrued and unused sick leave, paid vacation, paid personal time, paid time off and, if applicable, short-term salary continuation, before continuing leave on an unpaid basis. When receiving disability benefits under a disability benefit plan, the substitution of your accrued paid leave is not required.

If you take leave under this policy for reasons other than your own serious health condition, you must use all accrued paid leave before continuing on an unpaid basis. Any family and medical leave, whether paid, unpaid or a combination, will be counted toward the 10-week leave entitlement.

Employee Notification Requirements

If you expect to take family and medical leave, you must notify MEVA of your intention to take leave at least 30 days in advance of the expected leave by completing a Leave of Absence Request form. If the leave is not foreseeable, you must provide notification as soon as practical. In addition, you must comply with MEVA's established absenteeism and tardiness policies.

Medical Certification

Within 15 calendar days of the request, an employee who takes leave for his or her own or a family member's serious health condition, must submit medical certification to MEVA detailing the reason(s) for the leave. If you fail to do so, MEVA may delay the start of the requested leave, withdraw any designation of the requested leave as FMLA leave, or deny the requested leave, and consider time taken off subject to the School's established absenteeism and tardiness policies.

If your medical certification is incomplete and/or insufficient, MEVA may notify you in writing as to what is incomplete and/or insufficient. You will then have seven calendar days to resubmit the medical certification. Failure to provide a complete and sufficient certification by the date required may result in the denial of the requested FMLA leave.

When returning to work after being on leave for your own serious health condition, you will be required to provide a medical release.

Job Restoration

When returning from an authorized leave, an employee will normally be returned to the same or an equivalent position, with no loss of benefits accrued prior to leave. Absences due to leave will not be counted as time worked for the purpose of seniority or computing paid time off for vacation, sick leave or personal days. In the event your position is affected by a decision or event not related to your leave of absence (e.g., job elimination or layoff), you will be affected to the same extent as if not on leave.

Workers' Compensation and Family and Medical Leave

If you are eligible for FMLA and are on leave due to a workers' compensation injury that meets the definition of "serious health condition," the absence will count towards your family and medical leave. You may be asked to provide a medical certification form to determine if your workers' compensation injury meets the definition of a serious health condition.

Questions about Family and Medical Leave

If you have any questions about your rights or responsibilities under this policy, contact the CEO. MEVA will comply with all applicable federal, state and local laws in administering this policy.

BEREAVEMENT LEAVE

Full-time and part time regular Employees may take up to five days off work for the death of a spouse, registered domestic partner, civil union relationship, child, parent, sibling or comparable step-relation, and up to three days off work for the death of a grandparent, father-in-law, mother-in-law, son-in-law or daughter-in-law. You may take off one day of bereavement leave for the death of a relative who is not a member of your immediate family. The eligible time off will be paid. Contact your supervisor as soon as reasonable to request time off for bereavement leave.

The following policy is applicable to employees working in Maine.

JURY DUTY AND WITNESS LEAVE

If you are summoned to jury duty, MEVA will continue your pay for five days of jury service per calendar year. If you are required to serve more than five working days of jury service in a calendar year, you will be allowed additional time off without pay to complete the jury service. MEVA will continue to pay for this extended period of service in accordance with applicable law. You must notify your supervisor as soon as it is known your jury duty will be extended.

All Employees are allowed unpaid time off if summoned to appear in court as a witness. To qualify for either jury or witness duty leave, you must submit a copy of the summons to your supervisor as soon as it is received. In addition, you must also submit to your supervisor a related proof of service when the period of jury or witness duty is completed. MEVA will not discharge, penalize, threaten, deny health insurance coverage to, or otherwise coerce an employee who receives and/or responds to a jury summons or who serves on a jury.

CONTINUATION OF BENEFITS

All active, full-time Employees covered by the Group Health Plan or the Health Care Flexible Spending Account (FSA) Plan may continue plan coverage for up to 10 weeks during an approved leave of absence, or for any longer period, as required by law.

While on leave, you must continue to pay any required contribution for health coverage, as well as make payments for any other applicable benefits which would otherwise be automatically deducted from your wages (e.g., supplemental life insurance, credit union loans, and 401(K) loans). Your failure to pay any required employee contributions does not relieve you of your obligation to pay such contributions.

If you do not return to work upon expiration of the applicable 10-week period (or such longer period as required by law), coverage will terminate and you will have the opportunity to continue coverage for a limited period of time under COBRA in accordance with applicable law.

PERSONAL LEAVE OF ABSENCE

You may be granted a leave of absence to attend to personal matters in situations in which the School determines that an extended period of time away from the job will be in your and the School's best interest.

Requests for a leave of absence or any extension of a leave should be submitted in writing to your supervisor at least 30 days prior to commencement of the leave period or as soon as is practicable. Your supervisor will forward the request to the appropriate manager recommending approval or denial. Management will make the final decision concerning the request. While on approved leave, you are expected to report any change of status in your need for leave or your intention to return to work.

You may be required to use all accrued paid time off while on leave before going on unpaid leave. For information on health care coverage during a leave of absence, refer to the Continuation of Benefits policy. Benefits that accrue according to length of service, such as paid time off, holiday, and sick days, do not accrue during periods of leave.

Upon return from a personal leave due to an illness or injury, you must provide a release to return to work. Any restrictions must be noted on the release. The School will consider modifications or adjustments to help facilitate your return to work.

A personal leave of absence may not provide a guarantee of reinstatement to the same or similar position.

VOTING LEAVE

Employees are encouraged to fulfill their civic responsibility by voting in local, state and national elections. If you are unable to reach your polling place outside of work hours, you may take up to two hours of unpaid time off to vote. You are required to provide reasonable notice to your supervisor, and evidence of voting may be required.

HANDBOOK ACKNOWLEDGMENT

I acknowledge that I have received the School's Employee Handbook ("the Handbook"), dated **August 01, 2014**, and understand that violations of the policies contained in the Handbook including, but not limited to, the Anti-Harassment Policy, could result in disciplinary action, up to and including termination.

I further agree and consent to all policies contained herein and understand that the information contained in the Handbook represents guidelines for the School and that the School reserves the right to modify the Handbook or amend or terminate any policy, procedure or employee benefit program at any time.

I further understand that the contents of the Handbook do not form a written employment contract for employment for a specific term or duration. My employment with MEVA is at-will. My employment with MEVA is also at-will unless a duly authorized employment agreement with MEVA provides otherwise.

I further understand that no manager, supervisor or other representative of the School, other than the president or vice president of the Board or the CEO, has any authority to change my at-will status or enter into any agreement guaranteeing employment for any specific period of time. I also understand that any such agreement, if made, will not be duly authorized and enforceable unless it is in writing and signed by both parties. My signature below certifies that I understand the at-will employment relationship between the School and myself.

I further understand that if I have any questions about the interpretation or application of any policies contained in the Handbook, I should direct these questions to the onsite supervisor.

Employee Signature

Date

Print Name

Please sign and return this acknowledgment to your supervisor

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B.4 Pre-Opening Plan

Provide a Pre-opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Include a schedule for initiation, development and completion of those tasks. Identify primary responsibility by individual or position and document anticipated resource needs.

The Pre-Opening Plan (key tasks to be completed between approval of the application and opening of the school) for Maine Virtual Academy is based on a six month timeline (see **Tab 22**). K12 has over thirteen years of experience launching new schools within comparable timelines.

Required Tab

22. Pre-opening Plan Template

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Tab 22 - Required Elements Pre-Opening Plan

School Name: Maine Virtual Academy

(Approved 1-8-13 Updated 4-23-14) **Approved 5-6-14**

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Governance	Board Recruitment	Founders	Prior to Contract	February 7, 2012
	Articles of Incorporation and Nonprofit filings	Founders and Governing Board	Prior to Contract	Articles/ME NPO-5.25.12 501(c)(3)-11.29.13
	By-laws	Founders and Governing Board	Prior to Contract	April 2012
	Organizational Chart	Founders and Governing Board	Prior to Contract	8.25.14 Draft
	Organizational Policies and Procedures	Founders and Governing Board	Prior to Contract	
Enrollment	Staff Handbook	Governing Board/ CEO	15 days after contract signing	8.25.14 Draft
	Enrollment Policy and Enrollment Plan	Governing Board	Prior to contract	8.25.14 Draft
	Required min/max enrollments	Governing Board	On contract date	
	Application process for admission	Governing Board/ CEO	Prior to contract	8.25.14 Draft
	Assessment of student interest	CEO/Registrar	Ongoing	NA
	Admissions and Lottery procedures	CEO/Registrar	Prior to contract	8.25.14 Draft

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Enrollment continued	Admissions Notification and/or Lottery Deadline	CEO/Registrar	Prior to April 1 st of school year	
	Admissions Acceptance Decisions	CEO/Registrar	Prior to April 1 st of the school year	
	File Pre-enrollment Report to SAU's	CEO/Registrar	April 1 of the school year	
Staff Recruitment and Hiring	Recruitment Procedures for CEO and Key Admin. (Chief Finance Officer (CFO), others)	Governing Board / CEO/Education Service Provider	Prior to contract	8.25.14 Draft
	Hiring of CEO and Key Admin. (CFO, others)	Governing Board/ CEO/Education Service Provider	On contract date	
	Professional Instructional Staff (FT and PT Regular Teachers, Special Ed., ELL Teachers); background checks completed	Education Service Provider/CEO	30 days prior to start of school year	
	Paraprofessionals	NA	NA	NA

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Staff Recruitment and Hiring continued	Clerical Staff	Education Service Provider	20 days prior to start of school year	
	Substitute Teachers	NA	NA	NA
	Initial Professional Development and Staff Orientation	CEO/Education Service Provider	5 days prior to start of school year	
Facilities and Safety	Signed lease for all space as listed in application	Governing Board/ CEO	60 days prior to start of school year	
	All required renovations to meet approved school inspections	Governing Board / CEO	60 days prior to start of school year	
	Certificate of Occupancy	CEO	60 days prior to start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	CEO	60 days prior to start of school year	
	Insurance Policies in place	CEO	10 days after contract date	
	Utilities (water and air quality, plumbing, electricity)	CEO	60 days prior to start of school year	
	Capital Equipment and Installation	CEO	60 days prior to start of school year	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Facilities and Safety continued	Office Equipment and Installations	CEO	60 days prior to start of school year	
	Emergency Contact Sheet and Safety Plan	CEO	15 days prior to start of school year	8.25.14 Draft
Student Learning	School Calendar and Student Schedule	CEO	On contract date	8.25.14 Draft
	Code of Conduct	CEO	On contract date	8.25.14 Draft
	Special Services and Special Education Policy	CEO/Special Education Manager	On contract date	8.25.14 Draft
	DOE has reviewed the Special Student Population section of the Application: “ <u>Name of Applicant’s</u> application contains all required elements.”	Dept. of Education Special Education Department/ CEO/Special Education Manager	Submitted with Rubric by DOE SPED.	
	If applicable, Title 1 plan approved by DOE. ELL plan approved by DOE.	CEO/Special Education Manager	30 days prior to start of school year	
	Qualification of Staff	CEO/Special	Submit to ME Dept. of Ed	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
	Certification of School Personnel List of all SPED Staff to include S.S. Numbers and applicable licensure.	Education Manager	Special Education 30 days prior to start of school	
Student Learning continued	Adequacy of Special Education Services: Grid of special education service time provided to all students enrolled. This includes specially designed instruction, consultation, all related services, provider license or certification number and amount of time for each service and provider.	CEO/Special Education Manager	Submit to ME Dept. of Ed Special Education 14 days prior to start of school	
Finance and Financial Services	Operating Budget - final pre-opening revisions	Governing Board / CEO/CFO	45 days prior to school opening	
	Cash-flow Projections	CEO/CFO	On approval of application	8.25.14 Draft
	Fiscal Policies and Procedures Manual	CEO/CFO	Prior to contract	8.25.14 Draft
	Financial accounting system compatible with MEDMS	Governing Board / CEO	On signing of contract	
	Grants / Entitlements (State and Federal)	CEO/CFO	Ongoing	
	Other Grants	Board/CEO/CFO	Ongoing	
	Misc. Funds / Fundraising Plan	Board/CEO/CFO	Ongoing	
	Audit Timeline	Governing Board/ CEO/CFO	On signing of contract	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Technology	Hardware installed and set-up	Education Service Provider	30 days before opening of school	
	Software installed and set-up	Education Service Provider	20 days before opening of school	
	Student/Staff IT Policy and Procedures in place	CEO/Education Service Provider	60 days before opening of school	
Curriculum and Instruction	Curriculum Plan	CEO/Program Manager	On signing contract	8.25.14 Draft
	Instructional Materials purchasing plan	CEO/Program Manager	On signing contract	
	Classroom assignments and set-up	CEO/Program Manager	15 days before opening of school	
Student Services, Records and Reporting System	Attendance, Student Retention Records System	CEO/Program Manager	On signing contract	
	Academic Performance Information	CEO/Program Manager	On signing contract	
	Student information system compatible with MEDMS	CEO/Program Manager	On signing contract	
	Student academic assessment and reporting plan compatible w/MEDMS	CEO/Program Manager	On signing contract	

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Complete
Student Services, Records and Reporting System continued	Transportation Plan and Contract	CEO	60 days prior to school opening	8.25.14 Draft
	Nutrition/Food Service Plan and Contract	NA	NA	NA
	Health and Wellness Plan	CEO/Program Manager	On signing contract	
Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible w/ MEDMS	Governing Board/ CEO	On signing contract	
	Professional Development Plan	CEO/Program Manager	On signing contract	
			Address: P/CSC/RFP TABS – EXHIBITS A-E	

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B.5 Management and Operation

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, facilities management, legal compliance and any special staffing needs. Provide background information on school leadership and management team members, if identified.

The organizational chart in **Tab 23** reflects Maine Virtual Academy (MEVA)'s proposed staffing structure and reporting responsibilities for the board, administration, and staff. The MEVA Governing Board is fully responsible for all governance of the school and ultimately responsible for all management, policy, and budgeting decisions impacting the school and its students. The Board will hire and oversee the MEVA Chief Executive Officer (CEO), Chief Financial Officer (CFO), general and special education teachers, counselors and family support staff. The Board's major roles and responsibilities will be to establish and approve all major governance, educational and operational policies as they relate to the school, approving all contracts, establishing the school's annual budget, and overseeing the school's fiscal affairs. The Board will be the policy-makers, ensuring the sound operation and financial management of the school; setting goals and holding the CEO and staff accountable for their role in meeting the goals; and expecting annual and continuous growth in student achievement. Title 20-A MRSA §2408(2) assigns the following responsibilities to the charter school governing board:

- A. Provide each student enrolled in the virtual public charter school with online courses that meet or exceed state standards and all instructional materials required for the student's participation in the school;
- B. Ensure that the persons who operate the virtual public charter school on a day-to-day basis comply with and carry out all applicable requirements, statutes, regulations, rules and policies of the school;
- C. Ensure that a parent of each student verifies the number of hours of educational activities completed by the student each school year; and
- D. Adopt a plan by which the governing board provides:
 - (1) Frequent, ongoing monitoring to ensure and verify that each student is participating in the virtual public charter school, including synchronous contact between teachers and students and between teachers and parents to ensure and verify student participation and learning;
 - (2) Regular instructional opportunities in real time that are directly related to the virtual public charter school's curricular objectives, including, but not limited to, meetings with teachers and educational field trips and outings;
 - (3) Verification of ongoing student attendance in the virtual public charter school;
 - (4) Verification of ongoing student progress and performance in each course as documented by ongoing assessments and examples of student course work; and
 - (5) Administration to all students in a proctored setting of all applicable assessments as required by the State.

The Board intends to fulfill its obligations relative to the provision of curriculum, technology, and certain other educational services, through a Services Agreement with K12 Virtual Schools LLC (“K12”), a wholly owned subsidiary of K12 Inc., and the nation’s largest provider of K-12 virtual instruction services (see **Exhibit A of Tab 41**). The draft services agreement in **Tab 41** proposes that K12 will employ a program manager and an office administrator/registrar, and such other staff as needed to effectively deliver the Educational Product and Services described in this Agreement.

The MEVA administrative personnel are proposed to include a CEO, a CFO, a Program Manager, and other school personnel are proposed to include office/administrative support staff, family support staff, special education manager and special education teachers, general education teachers, and counselor(s) (see **Tab 41**). Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, and governance and administration according to their position in the school. The Chief Financial Officer shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12 pursuant to the terms of the product and services agreement. The Governing Board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the CEO and CFO to ensure that the financial needs of MEVA are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The Services Agreement (see draft in **Tab 41**) reflects the Board’s determination that K12 is uniquely situated with 13 years of experience providing not only the K12 end-to-end curriculum and learning system, but also the associated administrative and technology services necessary to deliver that curriculum.

Explain partnerships and contractual relationships central to the school’s operation or mission.

K12 School Services

As the Education Service Provider hired by the MEVA Board, K12 will implement policies set by the Board. K12 will provide regular reports to the Board that ensure that the school is meeting the terms of the charter, the mission of the board, and is in good fiscal standing.

K12’s mission is to maximize a child’s potential by providing access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception in 2000, they have developed curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for online schools, traditional brick and mortar classroom instruction, and other education applications.

K12 Inc., located in Herndon, Virginia, is a publicly traded company listed on the New York Stock Exchange (NYSE: LRN). K12 Inc. is accredited through AdvancED, the world’s largest education community, including such members as NCA, SACS, and CITA. K12 is the largest national K-12 online school provider to be recognized by AdvancED. Founded in 2000, K12 has

provided over 2 million courses - core subjects, AP®, world languages, credit recovery, and electives - to more than 200,000 students worldwide. In the 2013-2014 school year, K12 served 125,000 full-time students in public schools they managed in two-thirds of the states and the District of Columbia, which equates to more than one million online semester courses.

K12 believes they are unique in the education industry because of their direct involvement in every component of the educational development and delivery process. While most educational content, software and service providers typically concentrate on only a portion of that process, K12 has taken a holistic approach. They have developed over 22,000 lessons of engaging curriculum, which includes online lessons, video, assessment, learning games, labs, physical experiences and published textbooks and workbooks. They combine this holistic, mostly in-house approach with a rigorous system to test and assess students and processes to manage school performance and compliance. Their proprietary data management tools include a web-based Learning Management system (curriculum, assessments, etc.), Lesson Planning and Scheduling Tools, Progress Tracking Tools, and a Student Administration Management System (master digital database).

K12 professional development programs, both in-person and online, enable teachers to better utilize technology for instruction. According to both the International Association for K–12 Online Learning (iNACOL) and *Education Week*, K12 is the nation’s leader in preparing teachers to teach online. K12 professional development programs, both in-person and online, enable teachers to better utilize technology, data and pedagogical techniques to impact instruction and learning outcomes. In the 2013-2014 school year alone, Academic Services provided onboarding for new hires and additional support and ongoing professional development to more than 6000 teachers teaching K12 math, English/language arts, science, history, music, art, World Languages, and elective courses in virtual and blended schools all across the country. In that same year, the team also provided professional development to the head administrators of more than 65 schools that K12 provided educational products and services to similar to the services proposed for MEVA.

Your response should describe the primary responsibilities for each key management position and should identify critical skills or experience that will be priorities for fulfillment of those responsibilities. Give particular attention to the roles, responsibilities and, if already identified, actual qualifications or desired qualifications of the school leader*. (* Position Descriptions and Qualifications are also found in *Tab 24*)

Position Descriptions and Qualifications for Key School Management Positions

The MEVA Board is incredibly fortunate to have the assistance of two experienced Maine Superintendents to assist them with the identification, recruitment, interviewing and hiring of the MEVA staff. We feel very confident that with Board Member Superintendent Beth Lorigan’s experience we will find a strong educational leader to lead our school and the staff hiring process. As a MEVA Board advisor, Richard Abramson, a retired Maine Superintendent, will also assist with the recruitment of the CEO, and if necessary, will consider serving as the interim CEO for MEVA until a qualified school leader is found. Individuals for MEVA school administrative positions have not yet been selected or hired. However, after researching statewide virtual schools that have been operating successfully for several years, we have

attached in (Tab 24) the proposed administrative positions and instructional staff general job descriptions and the desired qualifications for each position. All prospective MEVA staff members will be fingerprinted through the Maine State Police and undergo criminal background checks. The position descriptions can be found in **Tab 24**.

Chief Executive Officer (MEVA School Leader)

The ideal Chief Executive Officer (CEO) candidate will possess a strong desire to improve the education options for children. MEVA's preference would be to attract an experienced Maine Superintendent as our CEO will work closely with other public school superintendents across the state. He/She will have experience in running a business and/or a school with multi-tier management. This person will work with cross-functional teams to manage projects and improve processes for the school. The CEO is employed by the Board and reports MEVA policy and goals data to the Board.

Qualifications

- Master's degree or equivalent work experience
- Experience as a school superintendent or principal
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Flexible schedule
- Proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills
- Live in Maine and work in the MEVA office

Chief Financial Officer (CFO)

The key role of the CFO is to work with the CEO and the Board to establish the policies and procedures necessary to meet the legal requirements of operating a school in the state of Maine. This includes all reporting obligations to the state, coordinating the enrollment process of families, and overseeing annual state testing. The CFO reports to the CEO and to the Board.

Qualifications

- Master's degree (M.A.) in Business or Education and
- minimum five years related experience and/or training; or
- equivalent combination of education and experience.
- preferred experience as a Maine School Business Manager, Bookkeeper
- Live in Maine and work in the MEVA office

Program Manager

The Program Manager is employed by K12, has reporting responsibilities to the CEO and works closely with the CFO. Responsibilities include:

- Assist in the coordination of academic aspects of the school

- Ensure that the student academic performance, progress and attendance is compliant with school requirements
- Assist the CEO with evaluating and managing teaching staff:
 - recruitment/hiring
 - new teacher orientation
 - annual professional development calendar & sessions
 - teacher evaluation
- Work with Special Education Manager and CFO to ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education
- Coordinate with teachers regarding student disciplines and withdrawals
 - Coordinate with K12 Enrollment for student placement during enrollment/re- enrollment efforts
 - Research and implement non-K12 curriculum resources to meet state standards
 - Promote the school and its interests with political, education, and civic leaders across the state
 - Develop and maintain relationships with districts, Education Service Centers, and the state.

Qualifications:

- School administration experience
- Experience with School Boards
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Master’s degree in Education preferred
- Minimum of five years work experience
- Great organizational and time management skills
- Flexible schedule
- Very proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills
- Live in Maine and work in the MEVA office

Office Administrator/Registrar

The office administrator/registrar is employed by K12 and has reporting responsibilities to the Program Manager and CEO. The office administrator/registrar supports daily operations and functions at the administrative office of the school, including but not limited to; student enrollment, attendance and withdrawals; administrative tasks, reports, student records, filing, and facility management. The qualifications we will seek in a candidate for this position are:

Qualifications

- Great organizational and time management skills
- Ability to work both independently and with a team;

- Experience in school front office preferable;
- Professional experience using MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database
- Strong written and verbal communication skills
- A.A. degree or equivalent experience.
- Live in Maine and work in the MEVA office

Teachers

Depending on their certification and teaching assignment, MEVA teachers will teach students ranging from seventh through twelfth grade. Again, depending on their certification and teaching assignment, teachers will instruct core courses (Math, English/language arts, science and social studies) plus world languages, art, music, health and physical education, and career and education development. All MEVA teachers will be highly qualified (HQT), and those teaching core courses will have the appropriate subject certification. Special education teachers will be hired to ensure the appropriate ratios are maintained. Below are summary job descriptions for general education and special education teachers.

General Education School Teacher

We are looking for educators who want the opportunity to join a network of like-minded professionals dedicated to providing all students with the quality education they deserve. We are seeking highly qualified and motivated teachers to work in an innovative environment. Our teachers should therefore share the school's entrepreneurial spirit and passion to provide students with a world class virtual educational program. As part of their regular teaching responsibilities, teachers are expected to fulfill duties in the following areas:

Qualifications

- Highly qualified in a content area, if appropriate (Math, Social Studies, English/Language Arts or Science)
- Possesses skill in teaching and understanding the unique learning, social and emotional needs of middle and high school students
- Demonstrated ability in improving student performance, especially with students who are low performing
- Experience in using and analyzing performance data to improve individual and overall student performance
- Preference for working in a collaborative, cross-grade level instructional team
- Proficiency with the Microsoft Office Suite
- Live in Maine and work in the MEVA office

Special Education Teacher

Special education teachers will be highly qualified and certified teachers responsible for delivering specific course content in a unique environment. We will provide specially designed instruction to all special education students to meet individual needs. The special

education teacher must possess a strong educational background and a firm understanding of how best practices in special education can be applied in this model.

Qualifications

- 3+ years of teaching experience
- Appropriate certification as HQT Special Education Teacher in each of the areas of disability for students needing special education
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Flexible schedule
- Proficiency in Microsoft Excel, Word and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong communication skills with regular educators and parents
- Live in Maine and work in the MEVA office

Counselor

Utilizing leadership, advocacy, and collaboration, the school counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that focuses on academic success, personal and social development and career and college guidance for all students. Services are provided through guidance curriculum, individual planning, responsive services and support services. Services may be delivered through individual and group activities.

Qualifications

- Master's degree or equivalent work experience
- Appropriate state certification for high school counselor
- Experience in counseling and/or advisement
- Valid fingerprint clearance card or background check
- Proficient in MS tools, search engines, database systems
- Flexible schedule – ability to travel as needed
- Live in Maine and work in the MEVA office

Desired Qualifications

- Experience with distance learning
- Advanced coursework in counseling and administration
- Experience as a 7-12 teacher
- Experience in a customer service environment
- Experience with local, state, and federal laws and mandated reporting
- Experience in a charter school environment preferred

Discuss any plans for recruiting and selection of the school leader - if not already identified.

School Leader Recruitment and Selection

Immediately upon charter authorization, the process to advertise for, select and employ the MEVA CEO will begin. The CEO will be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as www.CareerBuilder.com, and in local media throughout Maine. Board Member Superintendent Beth Lorigan's experience will be extremely important as we recruit and review applicants to find a strong educational leader who will lead our school and the staff hiring process. MEVA Board advisor, Richard Abramson, a retired Maine Superintendent, will also assist with the recruitment of the CEO, and if necessary, will consider serving as the interim CEO for MEVA until a qualified school leader is found.

As stated in the CEO job description above, the requirements for a CEO include:

- Master's degree or equivalent work experience
- Experience as a school superintendent or principal
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Flexible schedule
- Proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

CEO Candidates must comply with all state laws requiring fingerprinting through the Maine State Police, criminal background checks, and other documentation. Resumes will be reviewed and sorted. Compensation level (salary and benefits) for the CEO will be competitive with starting local salaries and benefits. Employment agreements will be signed. Benefits will be secured. As a vacancy occurs in this position, the same recruitment, selection, and employment techniques will be used.

Teacher Recruitment and Selection

The hiring process for instructional staff will comply with all EEOC (Equal Employment Opportunity Commission) regulations. The most qualified applicants will be sought for all positions. The CEO, MEVA Board and Board advisor Rich Abramson will all have a role in the hiring process. In Year 1, teacher recruitment efforts will begin immediately after charter authorization which is assumed to be in November 2014. Each school year beginning in 2015, teacher recruitment efforts will begin in the early spring and continue into the summer. Instructional and other staff will be also be recruited with advertisements in well-known educational trade publications such as *Education Week*, via online job recruitment sites such as CareerBuilder.com, and in local media throughout Maine. MEVA administrators will also attend job fairs and set up recruiting sites to inform teachers about the school and interview them. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment will necessitate hiring throughout the year as necessary.

Teacher candidates will be interviewed via a phone interview and in-person group and/or individual interviews. To ensure certification compliance, reference checks and background checks will be completed on each candidate. Candidates must comply with all state laws requiring fingerprinting through Maine State Police, criminal background checks, and other documentation.

Teacher compensation levels (salary and benefits) for MEVA will be competitive with starting local salary and benefits. The virtual teaching job is significantly different from brick and mortar classroom teaching, therefore, is attractive to teachers, and results in many applicants. Some of the incentives to teach in a virtual school are:

- Flexible work environment
- Removal of pressure of classroom management from instructional duties
- Significant adult contact
- Exposure to a rich and rigorous curriculum
- Family involvement in education
- Additional economic benefits such as a subsidized high-speed internet connection and unlimited long distance calling
- Potential for bonuses

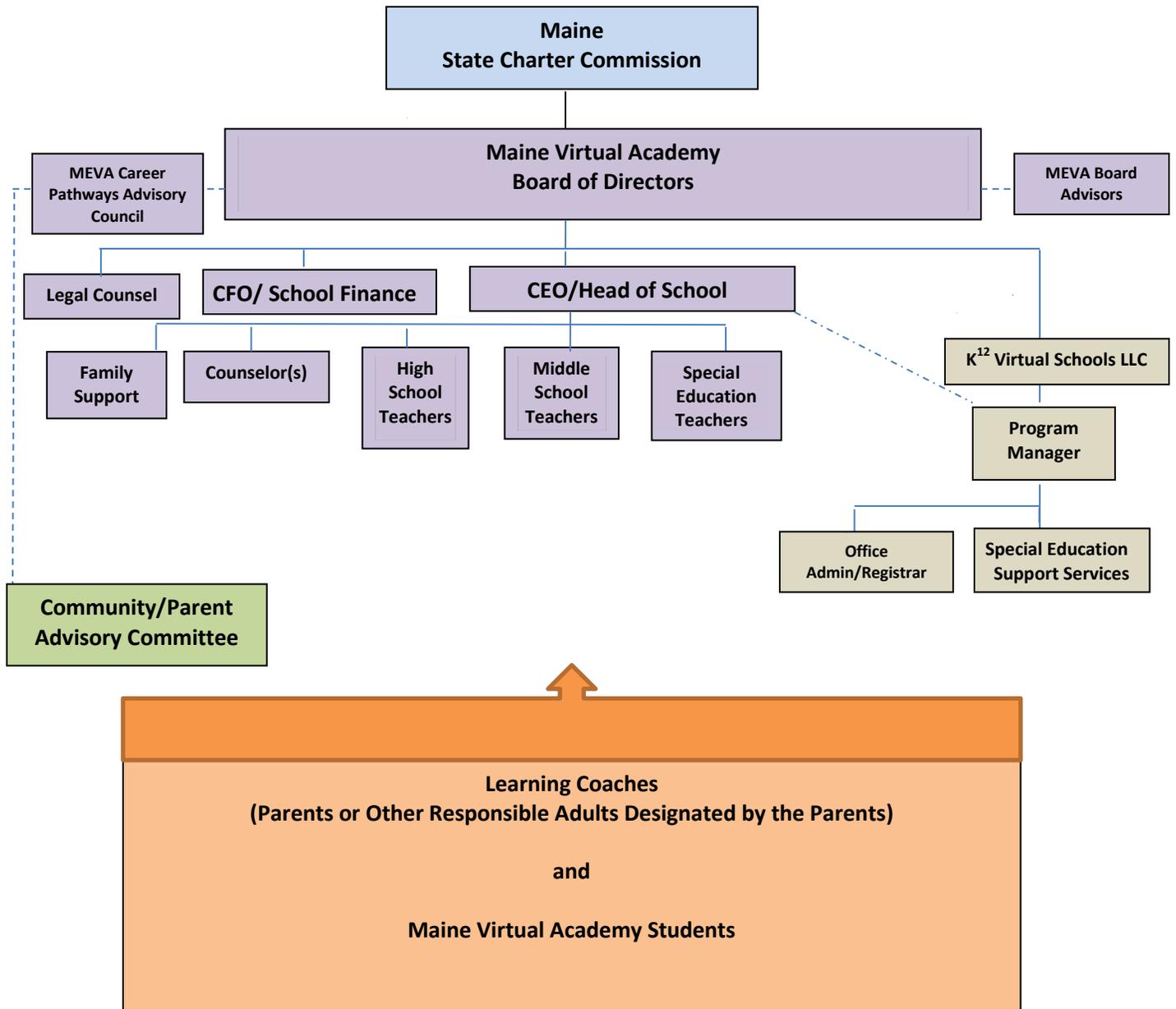
MEVA teachers will be certified, experienced educators and considered highly qualified as defined by the No Child Left Behind Act of 2001. Each teacher should also demonstrate technological competency via a technology skills test prior to employment. Depending on the students enrolled, teachers and other staff with bilingual skills will also be recruited and hired.

Required Tabs

23. Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff
24. Key position descriptions including critical skills or experience of every employee that will be hired based on organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that fingerprinting and background checks will be conducted in accordance with the law. Resumes should be included for key staff.

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Tab 23 – Organizational Chart



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TAB 24 – Position Descriptions for Key Staff

Chief Executive Officer (MEVA School Leader)

The ideal candidate will possess a strong desire to improve the education options for children. He/She will have experience in running a business and/or a school with multi-tier management. This person will work with cross-functional teams to manage projects and improve processes for the school.

Responsibilities

- Academic Achievement – responsible for developing programs that will enable students and families to be successful and meet their academic goals. Additionally, responsible for meeting Annual Yearly Progress (AYP) for the entire school. Able to implement programs to ensure academic success for a diverse group of students.
- Management – Supervises the staff of the school. Creates policies and procedures in accordance with the governing board and K12 in regards to performance management, succession planning, staffing requirements, etc. Must be able to have a working relationship with K12 senior leadership, the staff, and the school’s governing board.
- Finance – Work with the CFO to oversee budgets and forecasting. Manage the budget and expenditures in cooperation with K12 School Services staff to meet financial obligations.
- Marketing– Promote the school throughout the state and develop relationships within the charter school network. Work closely with K12 teams on enrollment and retention programs. Actively participate in community events.
- Compliance – Manage all reporting needs required by the state. Responsible for the appropriate administration of grants.
- Facilities Management - Establish procedures that create and maintain attractive, organized functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature. Assume responsibility for the health, safety, and welfare of students, employees and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
- Responsible for educational policy development.

Qualifications

- Masters degree or equivalent work experience
- Experience as a school principal
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Valid fingerprint clearance card or background check
- Flexible schedule
- Proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

Chief Financial Officer (CFO)

The key role of the CFO is to work with the CEO and the Board to establish the policies and procedures necessary to meet the legal requirements of operating a school in the state of Maine. This includes all reporting obligations to the state, and support the process and logistics for annual state testing. The operations manager reports to the CEO and to the Board.

Responsibilities

Operations Support

- Serve as an information resource and provide problem solving and ongoing support
- Support the development of documents, support management and operational best practices
- Support the process and logistics for annual state testing.
- Identify and conduct analyses to support cost savings or revenue growth opportunities

Supply Chain

- Support and handle materials logistical support and trouble shooting
- Manage all aspects of order and re-order process including order entry and delivery specifications
- Monitor and ensure accurate annual and monthly forecasting

Account Management

- Manage stakeholder reporting (K12 as well as district, federal, state, and local government agencies)
- Act as point of contact for auditors and district finance personnel
- Ensure accounts, payable and receivable, are registered and forwarded for action
- Support state compliancy reporting

Qualifications

- Master's degree (M.A.) in Business or Education and
- minimum five years related experience and/or training; or
- equivalent combination of education and experience.
- Valid fingerprint clearance card or background check

Program Manager

The Program Manager is employed by K12, has reporting responsibilities to the CEO and works closely with the CFO. Responsibilities include:

- Coordinate all academic aspects of the school
- Ensure that the student academic performance, progress and attendance is compliant with school requirements
- Manage teaching staff:
 - recruitment/hiring
 - new teacher orientation
 - annual professional development calendar & sessions
 - teacher evaluation
- Manage Master and Lead Teachers and programs
- Work with Special Education Manager and CFO to ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education
- Coordinate with teachers regarding student disciplines and withdrawals
- Coordinate with K12 Enrollment for student placement during enrollment/re-enrollment efforts
- Research and implement non-K12 curriculum resources to meet state standards
- Promote the school and its interests with political, education, and civic leaders across the state
- Develop and maintain relationships with districts, Education Service Centers, and the state

In addition to the above school-specific responsibilities, the Program Manager may be asked to assist with national K12 efforts including: participation in special projects and/or task forces, development of policies and procedures, training, and curriculum enhancements.

Requirements for the Program Manager:

- School administration experience
- Experience with School Boards
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Masters degree in Business or Education preferred
- Minimum of five years work experience
- Valid fingerprint clearance card or background check
- Great organizational and time management skills
- Flexible schedule
- Very proficient in MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

Office Administrator/Registrar

The office administrator/registrar reports to the CEO. The office administrator/registrar supports daily operations and functions at the administrative office of the school, including but not limited to; student enrollment, attendance and withdrawals; administrative tasks, reports, student records, and filing. The qualifications we will seek in a candidate for this position are:

Responsibilities

- Support administrators with local enrollment process
- Support student attendance
- Process student withdrawals
- Fulfill records requests for withdrawn students
- Request and track receipt of records for newly enrolled students
- Maintain the K12 and state student-level database
- Maintain student cumulative files and other student records
- Establish secure access to student records
- Assist in the preparation of progress reports
- Assist in school-wide mailings
- Assist in the preparation and maintenance of transcripts

Qualifications

- Great organizational and time management skills
- Ability to work both independently and with a team;
- Experience in school front office preferable;
- Valid fingerprint clearance card or background check
- Professional experience using MS Excel, MSWord, and Outlook
- Experience using search engines (internet) for research projects
- Experience using a student information system and/or other type of database
- Strong written and verbal communication skills
- A.A. degree or equivalent experience.

Teachers

Depending on their certification and teaching assignment, MEVA teachers will teach students ranging from seventh through twelfth grade. Again, depending on their certification and teaching assignment, teachers will instruct core courses (Math, English/language arts, science and social studies) plus world languages, art, music, health, physical education, career education development, and a variety of electives. All MEVA teachers will be certified and highly qualified (HQT). Teachers assigned to middle school or high school core academic courses will have the appropriate subject certification. Special education teachers will be hired to ensure the appropriate ratios are maintained. Below are summary job descriptions for general education and special education teachers.

General Education School Teacher

We are looking for educators who want the opportunity to join a network of like-minded professionals dedicated to providing all students with the quality education they deserve. We are seeking highly qualified and motivated teachers to work in an innovative environment. Our teachers should therefore share the school's entrepreneurial spirit and passion to provide students with a world class virtual educational program. As part of their regular teaching responsibilities, teachers are expected to fulfill duties in the following areas:

Instruction and Student Achievement Responsibilities

- Adheres to and follows K12's managed curriculum
- Develops weekly lesson plans that reflect alignment with Maine state standards and pacing as set forth in the managed curriculum
- Sustains an orderly, respectful learning environment
- Implements routines and instructional methods that promote high expectations for learning
- Maintains all records, grades, student work and parent contacts as required by Maine state law and K12
- Utilizes student performance data to measure student performance and effectiveness of instruction
- Assigns homework as opportunities for students to practice specific learning skills or content
- Meet at least three times per year with each student's family to discuss student progress
- Learns the K12 curriculum for assigned grade levels and courses
- Able to teach in a co-teaching environment with multiple teachers on different subjects
- Proactive in assessing and addressing students' individual needs and creating the Individualized Learning Plan (ILP)
- Demonstrates knowledge of state standards and testing requirements
- Assesses student academic progress, performance and attendance in the K12 Online School
- Provides students and parents with regular feedback regarding student performance and progress
- Supports students with special needs, including participation on IEP teams as needed
- Prepares students for standardized tests and proctor site-based exams
- Proctors and supports the testing process

Professional Responsibilities

- Builds community by contributing to school message boards, newsletter and events
- Participates in staff meetings and professional development sessions

Qualifications

- Highly qualified in a content area, if appropriate (Math, Social Studies, English/Language Arts or Science)
- Possesses skill in teaching and understanding the unique learning, social and emotional needs of middle and high school students
- Demonstrated ability in improving student performance, especially with students who are academically at-risk
- Experience in using and analyzing performance data to improve individual and overall student performance
- Preference for working in a collaborative, cross-grade level instructional team
- Valid fingerprint clearance card or background check
- Proficiency with the Microsoft Office Suite

Special Education Teacher

Special education teachers will be highly qualified and certified teachers responsible for delivering specific course content in a unique environment. We will provide specially designed instruction to all special education students to meet individual needs. The special education teacher must possess a strong educational background and a firm understanding of how best practices in special education can be applied in this model.

Responsibilities

- Provide focused academic support to the student on a schedule determined by the IEP through phone conferencing, virtual real-time interaction and/or face to face support
- Provide weekly focused support to the parent on accommodations and interventions to promote the attainment of IEP goals through phone conferencing, virtual real-time interaction and/or face to face support
- Collect data and work samples to support documentation of IEP goals
- Provide weekly focused support for all supplemental programs being used by the special needs student to ensure participation and progress
- Make modifications and accommodations to K12 lessons and assessments as specified by the IEP
- Develop the student's IEP meeting all annual review timelines and notification requirements
- Ensure the student's IEP is focused on attainment of grade appropriate academic standards as defined by the state
- Ensure that all reevaluations are completed within specific timelines as defined by state agency
- Attend all required professional development
- Collaborate with general education teachers to ensure full inclusion and success of student in the general education classroom
- Collaborate with the general education teachers on all progress, semester and grade reports, as well as Individualized Learning Plans

regarding "at-risk" students to support the development and implementation of interventions within the regular classroom

- Maintain all required reports as assigned by the Special Education Manager including student progress reports
- Ensure that assigned students participate in state achievement testing and receive monitored accommodations as defined by the IEP
- Serve as proctors for site-based proctored exams
- Participate in the school's self-evaluation programs
- Support the school administration in the enrollment of special education students

Qualifications

- 3+ years of teaching experience
- Appropriate certification as HQT Special Education Teacher in each of the areas of disability for students needing special education
- Experience in a charter school environment preferred
- Great organizational and time management skills
- Flexible schedule
- Valid fingerprint clearance card or background check
- Proficiency in Microsoft Excel, Word and Outlook
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong communication skills with regular educators and parents

High School Guidance Counselor

Utilizing leadership, advocacy, and collaboration, the school counselor promotes student success, provides preventive services, and responds to identified student needs by implementing a comprehensive school counseling program that focuses on academic success, personal and social development and career and college guidance for all students. Services are provided through guidance curriculum, individual planning, responsive services and support services. Services may be delivered through individual and group activities.

Responsibilities

- Deliver guidance curriculum supporting student development.
- Analyze student data and develop data driven programs for intervention action plans.
- Provide responsive services to individuals or groups on academic and personal issues.
- Provide an individual planning system to guide students toward postsecondary goals.
- Assist students in the acquisition of study skills, academic opportunities and benefits.
- Provide system support to strengthen the efforts of teachers, staff, and parents.
- Support standardized testing program; parent education; staff development.
- Implement student transition programs
- Implement career and college readiness programs
- Other duties as assigned.

Qualifications

- Master's degree or equivalent work experience
- Appropriate state certification for high school counselor
- Experience in counseling and/or advisement
- Valid fingerprint clearance card or background check
- Proficient in MS tools, search engines, database systems
- Flexible schedule – ability to travel as needed

Desired Qualifications

- Experience with distance learning
- Advanced coursework in counseling and administration
- Experience as a 7-12 teacher
- Experience in a customer service environment
- Experience with local, state, and federal laws and mandated reporting
- Experience in a charter school environment preferred

B.6 Parent and Community Involvement

Describe the role to date of any parents and community members involved in developing the proposed school.

There are many groups whose voices are important to the MEVA Governing Board. These include students and parents, teachers and staff, members of our communities and organizations and companies that support the mission of MEVA. Our board will work to establish committees to reach out to each of these groups and include their input into our mission of guiding and governing MEVA.

The Maine Learning Innovations board, the proposed governing board of Maine Virtual Academy (MEVA), is composed of six members of the Maine community who have been deeply involved in the development of the Maine community in education, business, public affairs, and technology over the past several decades. They have experience, capacity and dedication to develop this proposed school as an effective, innovative and inclusive charter school. The Board members are caring and engaged parents; diverse community leaders; educators with extensive elementary, middle, and high school and higher education experience; attorneys; technology experts; legislators; and a corporate strategic planning manager. Individually and collectively, they bring the following experiences and capacities to found and sustain a quality school (see **Tab 30**):

- The experience and the capacity to oversee the successful development and implementation of the education program presented in the application;
- the diverse skills and backgrounds (profile) necessary to oversee the operation of a school and to ensure that the organization has a clear plan for the future viability of the organization;
- the capacity to oversee the effective and responsible management of public and private funds;
- the capacity to oversee and be responsible for the school's compliance with its legal obligations;
- the background and ability to represent the interests of the community; and
- awareness of their duties and responsibilities as public servants in accordance with the language of section 501(c)(3).

A summary of the expertise and experience the Board members will contribute to MEVA follows:

Amy Carlisle, Governing Board President, is the elected Vice President of the Stanford University Online High School Parent Association, where she serves as the liaison between the association and the Head of School, managing and setting the agenda for discussing

school issues on a monthly basis. As the northeast regional coordinator for this online school attended by her daughters, she has substantially grown community involvement in the regional family “meet ups” she has planned: from five families in the first year, to ten or twelve families last year, to twenty-one families attending this year. She is also a former employment lawyer and human resource executive.

Ed LeBlanc, Governing Board Treasurer, is the president of Allegra Consulting Group, Inc. in Maine, which specializes in financial management, strategic growth, and technology assessment and integration.

Peter Mills, Governing Board Secretary, has served on over fifteen educational boards, tasks forces and committees in Maine and the federal government, providing invaluable expertise and legislative service on education issues in the past seventeen years.

Beth Lorigan has served over 18 years working as an educator and administrator in Maine Schools and has served as both a special education director and superintendent. Her experience ranges from managing multi-million dollar school budgets to develop IEPs for students with disabilities.

Alan Casavant, a high school teacher for 35 years, is now a Maine legislator whose committee assignments include serving on the Standing Committee on Educational and Cultural Affairs as well as the Standing Committee on State and Local Government. He is also the mayor of Biddeford.

Kevin Pomerleau has over 8 years of experience serving as President/CEO of various environmental construction companies, managing over \$100 million annual revenues. Kevin has extensive experience in human resources, business development, management of government contracts, financial management, and fiscal policies and procedures. Kevin’s business expertise will provide the board with a balanced business perspective on all aspects of governance.

The MEVA Governing Board members will work to represent and meet the interests and needs of Maine students, families and communities by bringing their expertise and experience in Maine in educational programming, fundraising and outreach, training, community engagement, financial management, government affairs, and school leadership to the development of this proposed school.

In addition to a strong founding Board, three individuals will serve as non-voting advisors to the Board. The advisors may not have the capacity to attend all meetings, but have an interest in the School, expertise that will assist the Governing Board, and the willingness to be a part of the Governance process. A summary of the advisors’ expertise follows below:

James Chiavacci holds a Ph.D. in Instructional Technology with expertise in educational program management, curriculum design and assessment, and technology integration. He has demonstrated consistent success as an educator, administrator, and manager in both education and corporate settings in Maine.

Richard Abramson started his career in Maine education in 1977 as the Director of Special Education in Gardiner. This was followed by his position as the Executive Director at the Kennebec Valley YMCA. Rich then served as the Superintendent of schools for three different school systems including Arundel and Wells finishing his career in RSU #38 in Readfield, Maine, from 2001-2012. Rich has held the position of adjunct professor at both the University of New England and the University of Maine at Orono and was also a Maine Distinguished Educator at the Maine Department of Education.

Tim Walton, who has years of experience in government affairs, is currently Director of External Affairs and Public Policy for Cianbro, a national construction services firm with Corporate Offices in Maine. Tim will contribute valuable knowledge about government programs at the state and national levels from his previous staff positions working for elected officials and candidates for elective office.

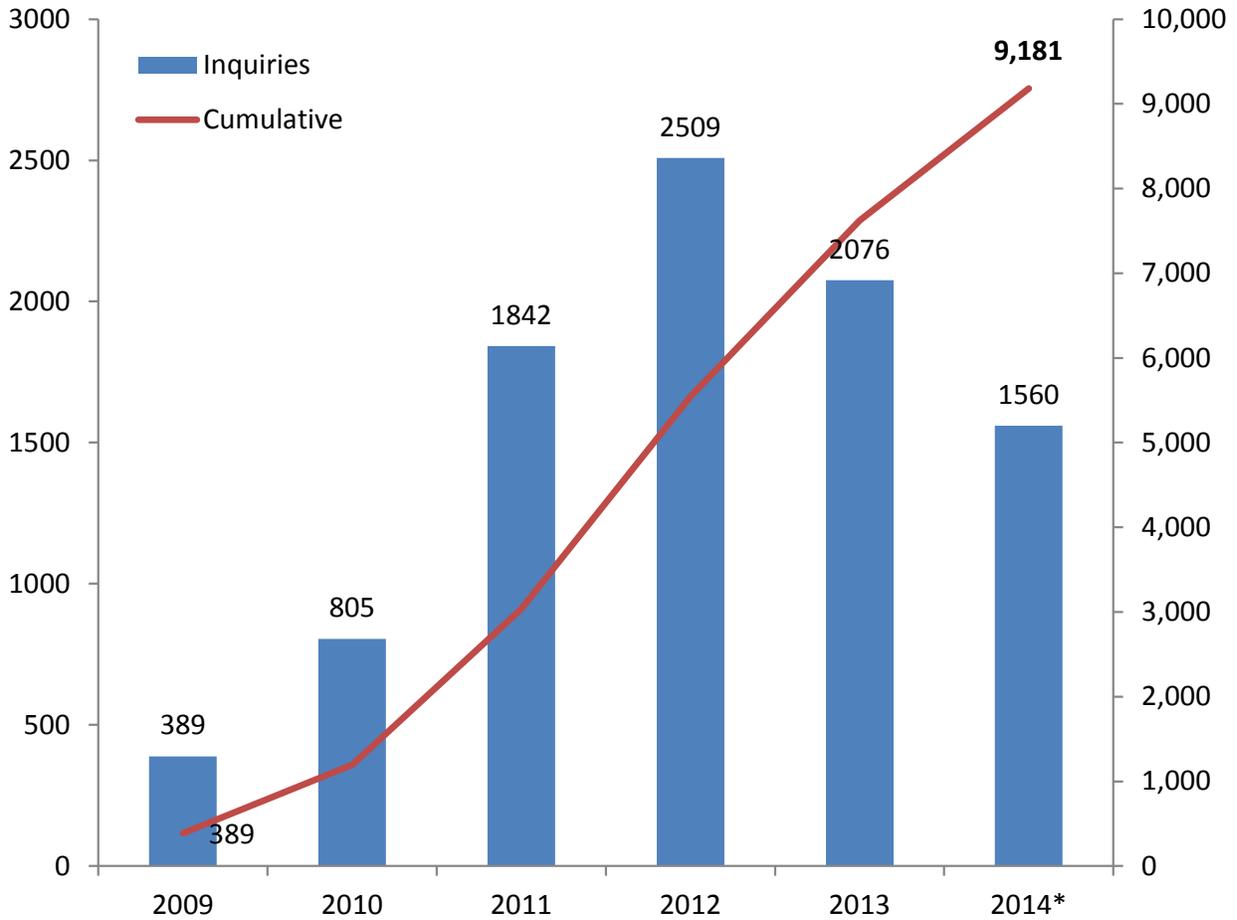
Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

Assessment of Community Demand

There were many sources of data and other information that were used to assess local and state demand for MEVA. For instance, in **Tab 42** we have included a spreadsheet listing 244 Maine families who support the authorization of the MEVA charter and indicated their interest in enrolling their students in the school. We have also included 43 letters in support of our school in **Tab 43** that come from individuals and community organizations across Maine. MEVA has also conducted over a dozen online information sessions and continues to conduct these sessions on a regular basis.

The MEVA Governing Board, Maine Learning Innovations, chose to determine the support, demand and commitment for MEVA by researching the need for the school. Data that K12 provided to Maine Learning Innovations documented the large and growing numbers of Maine families who have contacted K12 directly to express their interest in virtual education for their children. The data K12 provided us went back to 2009. From January 1, 2009 through July 18, 2014, K12 has received 9,181 inquiries from the state of Maine. The number of inquiries has grown dramatically during that time, with more than 90% of the total inquiries coming since January 2011. Please refer to the graph below which illustrates the number and growth of inquiries to K12 about virtual education from across the state of Maine.

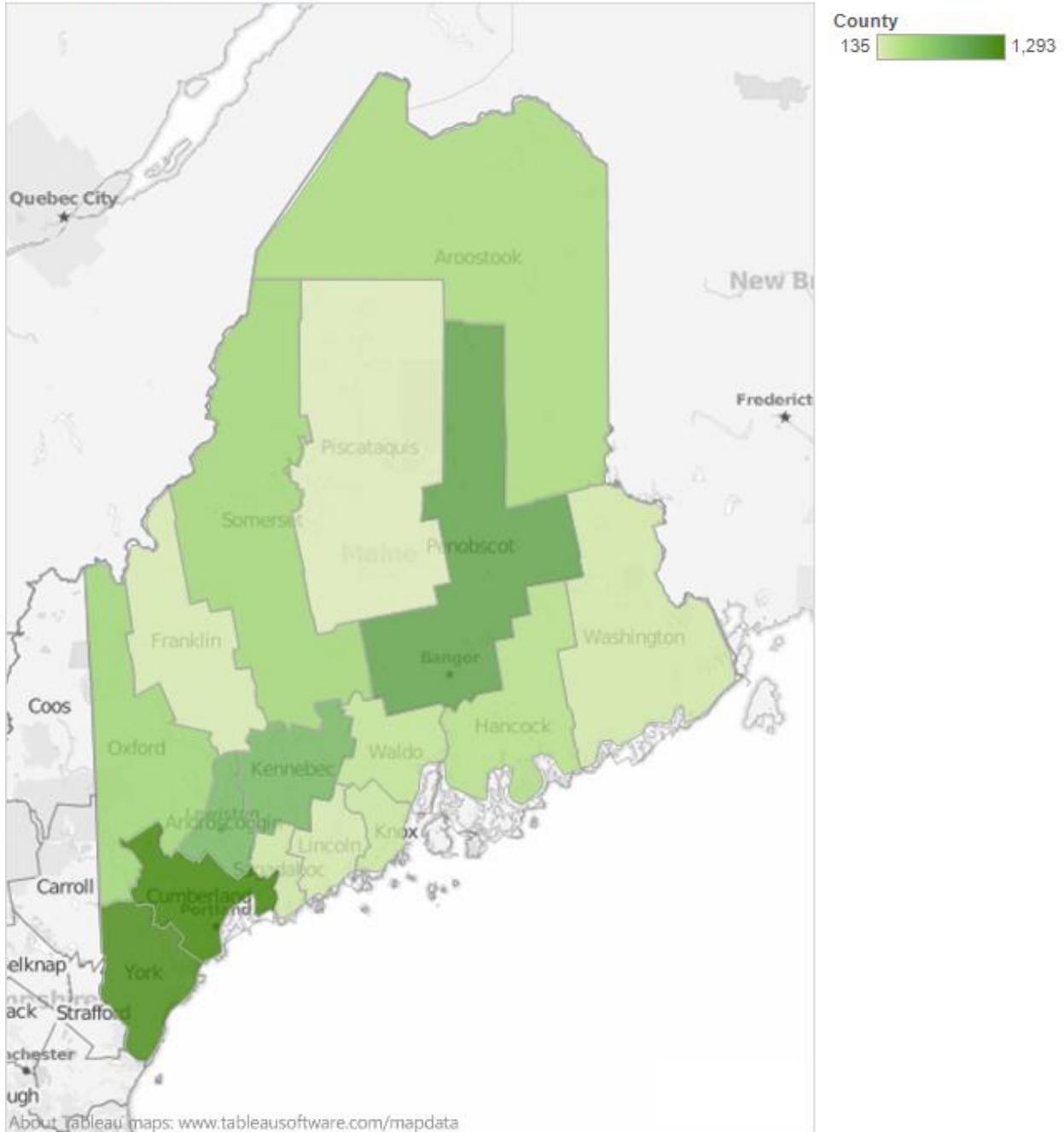
**State of Maine Family Inquiries to K12 About Virtual Education Programs
January 2009– July 2014**



While inquiries have come to K12 from every county in Maine, strongest interest (in order of magnitude) has come from Portland (Cumberland County), Alfred (York County), Bangor (Penobscot County), Augusta (Kennebec County), and Auburn (Androscoggin County). The following maps represent the geographically widespread interest in virtual education in the state.

**State of Maine Family Inquiries to K12 about Virtual Education programs
January 2009-July 2014 (by county)**

Maine Inquiries by County



Map based on Longitude (generated) and Latitude (generated). Color shows sum of Leads. Details are shown for County. The data is filtered on ZipCode, which keeps 486 of 486 members. The view is filtered on County, which keeps 16 of 16 members.

State of Maine Family Inquiries to K12 about Virtual Education Programs January 2009-July 2014			
COUNTY (County Seat)*	# OF INQUIRIES	COUNTY (County Seat)*	# OF INQUIRIES
Cumberland (Portland)	1,293	Hancock (Ellsworth)	336
York (Alfred)	1,231	Waldo (Belfast)	284
Penobscot (Bangor)	995	Knox (Rockland)	234
Kennebec	786	Sagadahoc (Bath)	215
Androscoggin (Auburn)	766	Washington (Machias)	202
Oxford(Paris)	480	Franklin (Farmington)	174
Somerset (Skowhegan)	467	Lincoln (Wiscasset)	192
Aroostook (Houlton)	420	Piscataquis (Dover-Foxcroft)	135
TOTAL* 8,210			
<i>*971 inquiries could not be matched to a county due to an invalid zip code provided</i>			

Building Community Demand and Engaging Community Members

MEVA will use several means of engaging students, families and community members, including those that are traditionally less informed about educational options. It is an outreach model which has been used successfully by charter schools in other states to attract diverse student bodies, to engage local communities, and to ensure equal access to low-income families in order to match the school program to their different needs.

- MEVA members and representatives will meet with community leaders throughout the state, making sure to include those in minority and low income areas, to raise awareness for the school.
- Information sessions open to interested families, local communities, and the general public will be held throughout the state as well as online. Information sessions will be advertised in various print and electronic media. During these sessions, MEVA will connect with prospective patrons and give them the opportunity to interact with the school curriculum, including lessons and materials, and have questions concerning the school answered. MEVA will use this feedback in the development and improvement the school.
- MEVA may participate in organized awareness activities such as flyers and sponsored events.

- MEVA may deliver program information through a variety of media such as radio, TV, Internet, and out of home advertising.
- MEVA will establish a website and will use this as a mechanism to communicate with local families and community members.
- MEVA will establish a call center to provide information to students, families and the local community.
- MEVA may participate in local and state television, radio and newspaper interviews as necessary.
- MEVA will distribute outreach materials about the school's mission, curriculum, leadership, and the application process to public places such as libraries or schools.
- There will be parent orientation sessions conducted across the state or online for parents who enroll their children. At the orientation session, parents will have the opportunity to meet the administrative staff, teachers, and K12 representatives. Sessions are designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.
- Each fall, soon after school starts, MEVA and K12 will assess the efficacy of each of the outreach strategies (TV, radio, online search, etc.) to raise awareness for the school and engage the local community. The efficacy of outreach strategies is measured by response metrics to each strategy as well as how well each of these strategies lead to interest by demographic groups that are similar to the student population in the state of Maine. For example, if one group is underrepresented in the school's enrollment but is overly responsive to a particular strategy, more may be invested in that strategy to ensure that the school's enrollment is similar to the state's demographic make-up and to ensure equal access by families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure. The assessment of these strategies are also used to develop a long-term, multi-year outreach plan.

Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to or require of parents.

MEVA believes the involvement of parents in the education of students is critical to school and student success. The virtual school model the school utilizes places critical importance on the parent's role on the teaching team and the expectation is that they will contribute significantly to the education of the student in that role. Teachers, parents, learning coaches, and school leaders will share an ethic of cooperation, hard work, and high expectations.

MEVA will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad-hoc committees appointed to address specific issues. The most fundamental role parents will play will be in their role in supporting their child's learning and in helping continuously evaluate MEVA's operation, governance, and instructional program. At MEVA, parents are usually the learning coaches who will help guide students through their daily coursework using the K12 curriculum and OLS and will verify the number of hours of educational activities completed by the student each school year. If a parent(s) does not serve as the learning coach, the parent(s) determines the "other responsible adult," unless the student is under court placement or in the custody of a person other than the parent(s). For the assignment to be effective, the parent(s) must formally notify the school of "the other responsible adult" assigned responsibility as the learning coach. In the context of the educational program, parents or, in the case of an assignment, other responsible adults, serve as the learning coach.

Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as Blackboard Collaborate, or in person to discuss their child's progress. In grades 7 and 8, the learning coach typically spends about 2-3 hours per day supporting their student's education. The high school parent/learning coach also plays an important supportive role to help the student stay on task and ensure the student is following through on his or her assignments. During high school, however, the student is expected to start managing his or her own time and academic schedule more directly. Learning coaches of high school students also communicate regularly with their student's teachers and counselor. We will provide year-long training and other opportunities for our Learning Coaches to learn and share experiences including the offerings of the K12 National Parents Network, a large selection of live and recorded sessions and events, including Learning Coach Institutes, Curriculum Support Series, Home and Life Series, Learning Coach Live, Mentor Circles, Booster Program, and Roundtable Discussions.

At the simplest level, students, teachers, and parents interact face-to-face at outings and other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases. In addition to face-to-face interaction, MEVA parents can participate in several online programs and activities for learning coaches including workshops, a parent hotline, round table discussions, and parent clubs. Parents benefit from exchanging ideas and information with others and gain a sense of connectedness within the boundaries of a contained but global community. Each school K12 provides services for has its own subcommunity within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.

MEVA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the school community. Where possible, the school also asks that parents volunteer their time and effort on

behalf of the school—and to suggest, help organize, and participate in field trips, other educational outings, and social events. In addition:

- Parents can be encouraged to hold a direct leadership position and influence the management of the school by serving on the MEVA Board. The Board sets policy and provides governance and oversight on the school's academic, extracurricular, finance, personnel, daily business, and legal matters.
- Parents who are not members of the Board are actively encouraged to attend Board and other MEVA meetings and to participate on ad-hoc committees appointed to address specific issues.
- MEVA will organize a Parent Advisory Council beginning in the second year of school operations. The Parent Advisory Council is parent-driven and is recognized as the official voice of the school's parents. The group serves as a direct communication link between the families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.
- Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the school community.
- The MEVA website will have a moderated school online community discussion board to facilitate a constructive and interactive communication process.
- Parents will help to continuously evaluate the operation and governance of the school both online and offline. MEVA will survey parents online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, Online School, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other MEVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the school.

Throughout the school year, the MEVA CEO, other administrators, and teachers will account for contributions that parents and community members have made to the business and governance of the school and communicate this to the Board and the school community through the school website, in print reports and in face-to-face meetings. New opportunities for parents and community members to contribute will always be considered.

Discuss the community resources that will be available to students and parents.

School Community

Maine Virtual Academy, as a virtual public charter school, has a unique definition of “community.” Most significantly, MEVA will differentiate itself by providing a complete virtual school learning environment and community focused on the individual needs of each student. Our local “community” is a statewide network of students, their families, and the diverse and widespread communities they live in.

More than being just part of an online academic delivery system, we are part of a much bigger community: a network connecting similar virtual academies (in 33 states as of this year) to each other and the resources and experience of our partner K12. Being part of this network will be valuable to everyone associated with MEVA—students, parents, Board, and staff. Schools in the network will share best practices in all aspects of virtual education. This is where we are likely to see the spark of future innovations and improvements. MEVA will provide programs to meet individual student needs and for the benefit of the school community:

- development of strong community within the virtual academy;
- national and local parent trainings and networking;
- implementation of Learning Centers during Year Two, if appropriate for serving the student population of the school and if the budget can support this option;
- frequent (i.e., every two to three week) teacher/parent communication through emails and scheduled meetings;
- establishment of unique settings for students and parents to interact;
- connecting students on a regular basis with students across the United States in similar virtual academies and across the world through networking and K12 national competitions (e.g., art contest and spelling bees) and student clubs (see **Tab 45**);
- participation in a national advanced learners programs;
- a comprehensive Title I program that will provide additional services for students;
- school led trips, for example, visits to colleges, grade level specific trips such as student summer trips overseas, etc.;
- school prom;
- school graduation ceremonies;
- national college guidance through a network of K12 counselors;
- school community service opportunities;
- student developed student body council;
- school extracurricular activities and student clubs: possibilities would include the development of a golf club, chess club, bowling club.

MEVA will list clubs and activities, and host a web-based “Meet the Clubs and Activities” night that leads to greater student awareness and participation of the school’s offerings. As a graduation requirement, we will also require students to document 30 hours of community service. Students will work with others in their community, with their family, with school staff, and with other students independently to address social issues like poverty, inequity, and injustice. We plan to reach out to various organizations to provide community service or other service learning opportunities to students and parents.

Describe any partnerships the school will have with community organizations, businesses or other educational institutions. Specify the nature, purposes, terms and scope of services of any such partnerships including any fee-based or in-kind

commitments from community organizations or individuals that will enrich student-learning opportunities. Include existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding and/or contracts.

MEVA is committed to developing community partnerships to provide MEVA students and families with all the community and local supports they need for success in the school. Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated and if the budget can support this option. We would hope to share space with other nonprofit organizations for learning centers such as the Boys and Girls Clubs and YMCA of Greater Waterville who have indicated their commitment to partner with MEVA (see **Tab 42** for letter of support).

Discuss opportunities and expectations for parent involvement such as, but not limited to, volunteering, monitoring their child's education and holding the school accountable.

MEVA provides unique levels of parental involvement and opportunities for strong connection and personal participation. As a public charter school, each family has had the unique experience to review the school mission, vision, culture and curriculum options with their unique family needs in mind before making the choice to enroll their child in the charter school. As a Virtual Charter school MEVA provides parents the unique opportunity to be intimately involved in their child's educational experience as a Learning Coach and mentor. The curriculum provides families with the tools to comment on all aspects of the curriculum and curriculum tools. MEVA will provide numerous clubs and activities for student participation providing opportunities for parent volunteering.

Discuss your plans for community involvement in the governance and operation of the school. Describe the nature of potential partnerships including examples of how community partners will play an integral part in the life of the school and identify specific organizations with which the school is already working, or likely to partner.

Board has been establishing relationships with multiple Chamber offices, businesses and industry. We hope to utilize these relationships and partnerships as we further develop our career pathways for our students. Some areas we are exploring include: healthcare, business, manufacturing, and IT. We feel that these relationships will not only inform our career pathway options but will also provide our students with resources such as concurrent programs, technical training, internships, mentorships, etc. to ensure their readiness for college and career.

Describe your plans for developing community partnerships and any specific steps you have already taken. Include in your response relevant documentation such as letters of support or commitments to provide or share resources.

And

Provide evidence that the proposed charter school has held public meetings in the catchment area for students to share the mission, vision and academic program of the school and has gathered community and local stakeholder feedback through the

meetings, email, website or other means.

And

Provide evidence of community support for the proposed public charter school, including information on discussions, if any, with school administrative units where the public charter school will be located concerning recruitment and operations of the public charter school and possible collaboration with school administrative units.

Since March 2012 MEVA has hosted dozens of online info sessions to inform interested families and community members about the proposed school. MEVA continues to host these info sessions on a regular basis. MEVA also continues to reach out to families in Maine and has received support from 244 families who support the authorization of the MEVA charter and indicated their interest in enrolling their children in the proposed school (see **Tab 42**). Below are excerpts from letters of support written by parents to MEVA. We have also included 43 letters in support of our school in **Tab 42** that came from individuals and community organizations across Maine.

“For children, such as my child, who have been diagnosed with Asperger's and also designated as gifted and talented academically, the offerings within the public school system are limited. Our local school tries their best to accommodate, but as a first grader that can read and comprehend 8th grade level material, can read college level material, produces arithmetic results at the fourth grade level, but comprehends algebra and geometry...they will soon run out of options. All children do not fit within the same round holes. We, as parents, have the responsibility to advocate for our children, provide them with the tools they will need to be successful in this world, and work to obtain the absolute best education possible for them. Having the option to engage in a program of education such as what MEVA offers would be an incredible blessing to our children.”

“My daughter [...] is a 16 year old junior at [] High School. She is an honor roll student with all her electives complete [...] She is an amazing writer and loves to read. She has many friends and has loved attending school all these years. You may wonder why I am writing this today after all this wonderful information. She has been through some hard life lessons this year, and made some major life altering decisions that she simply cannot take back. We recently found out that she is 3 months pregnant. After getting over the anger, disappointment, heart ache as a mother, I now find myself looking at how smart, loving, and passionate for life she is, and she in her heart is also pro-life as we are. She can be an educated and wonderful mother with our help, not a statistic. She can accomplish all her dreams; she needs our help more than ever. I thought of home schooling, finding it not a fair choice for her next year, as she will not earn her diploma that she has worked so hard for 11 years for. She has so much to offer our community and the State of Maine. She also needs to learn at a young age to be a mother. She can do it all, this program would help her succeed at both, so she can live at home and finish school, and raise her beautiful child.”

“We are a military family who moves frequently, so I am looking at homeschooling options that are secular, online/supported, affordable, and offer continuity from state-to-state. Our daughter will start school in Maine, and I had hoped there would be a local charter option utilizing

K12 curriculum, but currently there is none. Maine is the perfect place for kids to be offered the opportunity to school at home through a state charter school. Online schooling is absolutely the future of education - perhaps not tomorrow, but definitely in the decade ahead as the need to school at home continue to skyrocket in the U.S. The sooner Maine engages with this growing opportunity for enriching, affordable, accessible online education for its children by offering an online charter school for K-12 education, the better equipped the state's children will be for their future.”

“Every year I have had [my daughter] tested shows she is intelligent and she is learning at her grade level, she is very artistic, a kind and loving girl, willing to help anyone, but just struggles so hard to fit into the "normal" classroom. Now she is suffering from anxiety and some depression as well as some other medical issues. She is on track to miss quite a bit of school this year until we can get her fixed up. I believe this academy could benefit her as well as others that are struggling in times like this”

“I have a child who has an anxiety and sensory and the schools never follow his IEP. He would benefit from a school such as this [MEVA] because the schools push him to mainstream but the sensory overload is too great. It would save a lot of heart ache for both parent and child.”

“In a lot of areas in Maine, school districts cover a very large and spread out region, where there is very little choice besides attending their regionally assigned school. Therefore if students are not being successful in their school, there is little or no alternative besides homeschooling your child. Having a program like MEVA can serve as a credit recovery program that can help students get credit in the areas they need without having to wait for a course to be offered again. In a lot of the smaller schools, certain non-essential semester courses are only offered once a year or every other year. Having a program like MEVA will provide for a more rounded and complete education for those in high school as it would add to the electives a student can take and may open up areas of interest that would not otherwise exist.”

See **Tab 42** for complete letters of support.



November 21, 2013

Dear Commissioners,

My name is Rose Fernandez and I am the Executive Director of the National Parent Network for Online Learning. We are a non-profit that is dedicated to educating the public about the true nature and benefits of online learning for K-12 students. We work with and on behalf of the families of the over one million students who are currently enrolled in online education courses or programs and the many more who are anticipated to choose this mode of education in the next decade.

This year, my family is celebrating the tenth anniversary of our choice to learn as public schoolers online. We have five children who have all learned in our full-time, statewide public charter school using the K12, Inc. online curriculum. Two are in college now, the third is in traditional high school, and our two youngest are in 7th and 8th grades in our virtual academy. All of our children are thriving because our online school gave each a solid academic foundation with a customized learning path that encouraged them to own their own learning and move as quickly through the content as they could. Our rigorous curriculum, flexible scheduling and collaboration with our teachers made the difference for us. Our eldest, who is going on to graduate work in aeronautical engineering next fall, after graduating in just four years with a mechanical engineering degree, said it best in a recent speech, "I learned how to learn when I was just a kid and I ran with it."

Currently, families in 29 states and the District of Columbia have statewide full-time online schools. I recently met Amy Carlisle of Maine Virtual Academy and agree with her that the families of Maine deserve similar choices and opportunities. Learning at home through an online public school will appeal to a small number of families, but to them it can be a lifesaver for children who have fallen through the cracks in the traditional classroom. Children with challenges on the autism spectrum, other health issues, or an experience of being bullied at school need innovative approaches to learning. With the online model, public schools can come to the rescue. Online schools can help give children a fresh start and a way to succeed that prepares them to move back into their neighborhood schools with confidence and new abilities.

I'm writing you today in support of a petition submitted by Maine Virtual Academy. I urge you to open this school for the families of Maine that need it. This complement to your traditional schools will enrich your public school system in ways beyond your view today.

If I can be of any assistance to you I would be most willing.

Sincerely,

Rose Fernandez
 National Parent Network for Online Learning
 Executive Director
 262-565-7003
rfernandez@npnol.org

Boys & Girls Clubs and YMCA of Greater Waterville at the Alfond Youth Center



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Pam Trinward
Dr. John Winkin
Dr. Barbara Woolf

November 18, 2013

Maine State Charter School Commission
111 Sewall Street, 5th Floor
23 State House Station
Augusta, ME 04333

Dear Commission Members,

As Chief Executive Officer of the Boys & Girls Club and YMCA of Greater Waterville, I am writing to express our support for the Maine Virtual Academy (MEVA). MEVA will provide an essential academic alternative for students in Maine. We feel that MEVA's Individualized Learning Plans will help ensure their students receive the necessary tools to enter the workplace as adults.

The Boys & Girls Club and YMCA of Greater Waterville is proud to partner with MEVA to provide space in our facility for a face-to-face learning center for MEVA students living in the greater Waterville area that need the extra support that such a center will provide. This partnership would provide mutual benefit to both the MEVA school and the Boys & Girls Clubs and YMCA of Greater Waterville as it would attract new families for membership activities as well as a physical Learning Center for MEVA students. MEVA would utilize the computer lab (or some other designated room) for designated days and times to allow students to work online with their teachers and with a supportive mentor.

We strongly support the creation of the Maine Virtual Academy. Thank you for your consideration.

Sincerely,

Ken Walsh
Chief Executive Officer



PUBLICSCHOOLORGANS.ORG

November 21, 2013

To whom it may concern:

My name is Beth Purcell, and I am writing in support of the charter petition for Maine Virtual Academy. As President of PublicSchoolOptions.org, I represent an alliance of parents in roughly thirty states around the country that supports and defends parents' rights to access the best public school options for their children. We support the creation of public school options, including charter schools, online schools, magnet schools, open enrollment policies and other innovative education programs. Additionally, we advocate for free and equal access without restrictions to these public schools for all children.

Working with parents across the country, I have seen first-hand the numerous reasons why public online school is the best fit for so many children. My own children have enjoyed success in the public online setting that they were unable to experience in the traditional brick and mortar schools. One child is an advanced learner and desired more rigorous academics while my other child has learning challenges and needs more support. Public online schools allow for this more individualized approach, which benefits students who may be ahead or behind their classmates, children with learning disabilities, or children succeeding in school who are in need of a more flexible schedule.

Traditional schools are the right fit for most children, but not all children learn in the same way. For some, public online schools will prove to be the key to their educational success. PublicSchoolOptions.org supports the vision of the Maine Virtual Academy, and we ask for you to join us in that support, doing everything you can to allow for access to this great option for the first time in your state.

PublicSchoolOptions.org is always available as a resource to parents and policymakers, and you can reach me directly any time at 864-420-1342 or Beth@PublicSchoolOptions.org with questions.

Sincerely,

Beth Purcell, President
PublicSchoolOptions.org



May 16, 2012

To whom it may concern:

My name is Briana LeClaire, and I am the volunteer board president of the National Coalition for Public School Options. NCPSO is an alliance of parents supporting school choice, including full-time online schools, for students in grades K-12. I am writing in support of the charter petition for the Maine Virtual Academy.

My three children have attended a full-time online public charter school, the Idaho Virtual Academy, for ten years. Each child's education is tailored to his or her specific needs. The school has been a gift to our family, as I'm sure a similar school would be for some Maine students.

Traditional schools fit many children, but not all students learn in the same way. NCPSO supports the vision of the Maine Virtual Academy. Please do everything you can to make this great option available to students in the state of Maine.

Thank you for your consideration. Please contact me at (208) 724-6311 with any questions, or email me at briana@publicschooloptions.org.

Sincerely,

Briana LeClaire, President
National Coalition for Public School Options



May 16, 2012

To Whom It May Concern:

I am pleased to write a letter expressing my support for the Maine Virtual Academy as an alternative option for educating our children in the State of Maine.

There are several reasons why I believe we need more choices when it comes to how we educate our children. First, children and adults learn in different ways. A one-size-fits-all approach to teaching, like we have with public and private schools, does not serve all students equally well. Second, the empirical evidence clearly shows that student performance in the public school system is getting worse not better. Third, as the parent of three children currently being homeschooled I can see firsthand the benefits of tailoring an educational approach for each child.

As parents, it is our responsibility to provide our children with the educational experience they need in order to fully develop their academic abilities. The Maine Virtual Academy offers students and parents an exciting new option for leveraging the benefits of computer based instruction, customized curriculum, parental involvement, and support from certified teachers to help meet that essential responsibility.

Sincerely,

A handwritten signature in black ink, appearing to read "David Sawicki", written over a circular scribble.

David Sawicki
President
Voice Teleservices
Portland, ME



Global Environmental Solutions, Inc.

707 Sable Oaks Drive, Suite 150, South Portland, Maine 04106 - Phone: (207) 541-9421 - Fax: (603) 294-4400

Attn: Maine Virtual School Members of the Board

Re: Letter of Support

Dear Amy Carlisle(amyc@maine.rr.com),

I am a Sangerville, Maine native and currently reside in Southern Maine. I have been fortunate in my life to be successful enough to complete high school in Central Maine (Piscataquis Community High School) and seek secondary education with an Associate Degree in NY. I chose to return to Southern Maine to begin a contracting company and raise a family. I personally was the founder of 3 Maine based companies in the last 5 years that primarily employ Maine workers. My companies perform environmental work for high profile energy projects through a variety of states from Maine to Texas. We have worked on some of the highest profile projects in the country including the Keystone Pipeline. At peak times we employ up to 300 workers and the majority of them are currently Maine residents. I personally have a great amount of pride to offer Maine workers opportunities to high paying careers with benefits. It is a great feeling to provide Maine families with successful financial opportunities in order to raise their children in the great State of Maine.

With all of the success I have outlined above there has been a personal struggle raising my step-daughter "Kelsie Beaulieu". I was introduced to Kelsie over 18 years ago while dating her mother Lynn when she was only 6 months old. Through her early years asking Kelsie to attend school was a challenge due to her social anxiety. Both Lynn and I worked with staff members of SAD 57 to offer Kelsie alternative classes. Our success was limited. The situation escalated to the point that we could no longer force Kelsie to go to school and participate in any social environments. Kelsie finally quit school at the age of 16. 2 years later Kelsie was diagnosed with a slight form of Asperger's Syndrome. It was a series of unfortunate years that occurred in which both Lynn and I was confused on how to help. I don't feel the school offered enough resources to advance Kelsie a successful education. It was a personal disappointment for both Lynn and me that Kelsie was not offered an alternative educational program in which she could have been successful. Kelsie did not finish high school and copes with personal anxiety daily due to her lack of education. She is a smart individual but did not have a program that matched her personal struggles.

When I researched the Maine Virtual Academy I realized one of the goals outlined in this program was to offer options for children that may have medical, behavioral, or social challenges. The Maine Virtual Academy would have offered our child a solid option to succeed in a culture that is so dependent on educational success.

For the reasons outlined above I am a supporter of approving the Maine Virtual Academy and offering our Maine children many alternatives that fit their personal strengths. I plan to continue to support Maine and invest in the state's most valuable resources- families! I feel the Maine Virtual Academy will do the same.

Feel free to contact me directly with any additional questions.

Very truly yours,

Kevin Pomerleau
President

Kevin@globalenvironmental.com
(207) 541-9421

May 21, 2012

Maine Charter School Commission
23 State House Station
Augusta, ME 04333-0023

To Whom It May Concern:

It is a pleasure to offer this letter of support for the Maine Virtual Academy, a K-12 charter school proposed by Maine Learning Innovations.

The Maine State Chamber of Commerce values education and its vital role in our state's economy. We feel Maine students deserve to have choices in their education to help prepare them for the Maine economy. This proposed charter school will offer students multiple pathways to meet their learning goals.

The stronger our students are, the stronger our workforce will be. This is critical to a vibrant and competitive economy.

Sincerely,



Dana F. Connors, President
Maine State Chamber of Commerce

Parents supporting Maine Virtual Academy Charter School Application

	First Name	Last Name	City	Email
1	Sherry & Mario	Abaldo	Rockland	sherryabaldo@msn.com
1	Dorothy	Adams		dorothy.adams@rsu35.org
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1	Stephanie	Arsenault	Biddeford	countedto3@hotmail.com
1	Beth	Austin	windham	bethy@roadrunner.com
1	Nikki	Baade	Lewiston	Nikki.Baade.567@gmail.com
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Dear MEVA Board,

Amber was diagnosed with ADHD when she was 4 and has always had a hard time paying attention while in school. In 8th grade she was put into a hands-on learning program. They did class work three days a week and then two days a week they learned math by building a picnic table, science by planting gardens, history by building and maintaining their own virtual colonies etc. She blossomed and came alive academically! Even pulling top science rank within her whole grade (both students in the program and normal classes). This year she was placed back into normal core classes and has had a hard time following and fails most standards she is given. We fear she will become discouraged and will give up. She is a very bright girl. Give her something without directions to put together and she'll have it done in no time. Set her in a room with 20 other students and ask her to take a standard or complete an assignment and she'll be staring off into space within minutes. I believe a virtual classroom will allow her fewer distractions and allow us to incorporate more hands on learning in her classes.

Mary Bezio
beziomly@gmail.com

The option to allow my son to go to an online charter school was a true blessing. Unfortunately, when MEVA was denied a charter in Maine, we were pretty crushed. In my determination to find an alternative school for my son, I came across an article where Maine Connections Academy was approved by the Maine Board of Education. Their ability to get a charter in Maine is wonderful, and my son is one of their students this upcoming fall. I am really grateful for the chance to not send my son back into a school system that was ignoring my son's need for a little more attention and a different learning style. I tried vigorously working with the school to get extra assistance in making sure homework and regular school work was being completed by my son. I was having to send daily emails of request for info on my sons progress. In many instances, I was becoming a thorn in the sides of some of the teachers. They seemed put out to have to take 20 secs. to respond to my simple email request of, "Does my son owe you any work or is there homework due tomorrow?". Other teachers, 2 to be exact - went out of their way to keep my son after school and aid him in his regular school work and homework. Exceptional teachers! My biggest concern was that there was no real desire for teachers to keep me informed on my son's progress or lack there of. I had one teacher tell me she was not gong to hold my son's hand! Which was not what I was requesting at all! I just wanted them to grab him by the shirt collar and say, "You owe me homework or you did not finish this assignment well! Let's do it!".

A Little Back History of My Household: I have 6 children. 5 Girl's and 1 boy. All my girl's were excellent students in school. 4 of my girl's have gone on to continuing education. My son is the last one in our home. He is 16 years old, a very respectful and kind kid. He wants to be a better student. The year he was struggling in school was caused (I believe) by changes in our family dynamics. We had 3 girl's move out (almost at once), we had a family dog die, my mother moved in to our home and our world seemed to be in utter mess. Well, this certainly would throw a wrench into anyones world. My son was asked by us daily if he had stuff he needed to do for school, always with the answer, "NO". We had so much going on and our son did not struggle through 9th grade, we thought what he was telling us was true. It was not true at all! He got a grade of 22 in World Humanities - (which was actually a combo class of English and World History). What a disaster! He had started off pretty strong in the beginning of 10th grade and when he was having some personal struggles at home and no one calling him out at school for his lackluster work, things collapsed around him. And we were none the wiser. When we were finally informed, we were told, it is his problem!

This super great kid! This kid who did not bring on any of the stresses! I was shocked, saddened at the lack of desire to pull this good kid back on track. So, I decided with the help of the new Principal to email daily the teachers. If they did not want to lend a hand - they would at least have to respond to my emails, per the Principle's orders.

What happened to my son, is 100% the responsibility of his parents and the teachers. He is just a kid, who needs a little extra pushing. We took an online summer recovery course through International Connections Academy, he did fantastic. I could not believe how he blossomed! His writing was surprisingly good! I asked him why he did not write that way when he was in school, he told me, through this course online, he was able to learn more in 5 weeks, then he did all year in regular school. He was able to communicate freely with his teacher, who called frequently. He felt important, "Worth it!".

I do hope that Maine Virtual Academy is afforded a chance to come into Maine. I really believe more options are need for students and parents. It is not about a particular brick and mortar school being bad, it is about a certain kind of student looking for what works for them.

Lucinda Bowker Brown
Irbrown006@comcast.net

Dear MEVA Board,

I would like to be able to participate in a Virtual Public School option for my 10 year old son Bailey for a few reasons. Basically, I like the flexibility of it. My son is currently enrolled with an IEP for reading and math at the fourth grade level, will be in the fifth grade level in the fall of 2014. He is making progress but, sometimes I feel like there would be more room for progress at home if we had a more concrete structure to follow. I can read to him, do flash cards, practice math, writing and all of that but, to have a structure around it would be beneficial and make it more efficient in an already busy household. I also think that it could close some gaps. I work fulltime and I am the only active parent in the home environment. I think this would give me somewhat of an advantage to actually be able to see what he is learning while he is learning it. I could sit with him if he needs help and actually see what he is struggling with specifically besides having someone tell me what he is struggling with. I feel like with the public school system currently, I know they do a wonderful job with him. But, there are lots of times that I do not see paperwork or notebooks or workbooks until the end of the year and that is very frustrating, because I cannot help him if I don't know what they are working on daily. Perhaps, I should ask every day but I doubt the teach will give me a daily recap. That's a very big expectation to have on a teacher in charge of 16-20 kids. Also, my son has actually said to me that he doesn't understand fully why he can't work in the same books as the other kids. I have explained to him that he struggles and the school wants him to learn at his own pace to grasp concepts. But, I think it would be helpful to maybe help him excel when he is feeling this way. So, if he came to me discouraged, we could set aside home time to maybe push out some concentrated work to help him feel like he is keeping up?

These are just my thoughts on the subject. I would love to see what a virtual environment has to offer. I work for a company that works virtually all the time and I know it is how things will be done in the future. If I can give him any sort of leg up on the technical aspect as well, I think it would be a bonus for him.

Thank you for your time and consideration.

Sincerely,

Chanel M. Brown
Cmm123003@gmail.com

I live in a very rural area, as do most Mainers. The school here runs from pre-K - 12 grade. I have 2 children left in the school here, RSU 50. My son graduated from there a couple of years ago and my eyes were opened to the lack of education that he was actually receiving. You see when my son went to apply for college he was told that colleges in this area wont accept kids from this school because they are always so far behind. Since then I have been trying and trying to get an improved education for the 2 we have left in school. I have said that I wanted to homeschool them but worried about the social aspect of their growth. Recently I found out about this school, Maine Virtual Academy. I believe it is an answer to my prayers if only I could get them in it. I am not a wealthy woman and feel that my children shouldn't suffer academically because I can't afford a high priced school. I have written to the school board in Augusta but get no response so now I am pleading with you to please allow this charter school to be an option so the my children will not just be pushed through school as I have one doing that now. Please put yourself in my shoes, would you do everything possible to enhance the education given to your children or would substandard learning be alright with you? I ask this because these kids are our future. I don't know about you but I would like to be sure that the leaders of our country earned the grades they got, that they understand how to do simple math, that reading isn't something they struggle with, that our next president knows about the country that he/she protects and that my next doctor didn't just get pushed along when it comes to how to problem solve. Please again I implore you to please please please allow this charter to go through. Thank you in advance.

Respectfully yours,
Karen Capps
207-757-7253
353 Rebel Hill Road
Merrill, ME 04780

Dear MEVA Board,

I know there are many families in Maine that pay tuition to have their children homeschooled. I would imagine there would be a large interest in a tuition free option. I know we are very interested.

I received a letter from my child's school last year showing they had failed to meet their standards. This is not acceptable when it comes to the education of our children.

My daughter will be in eighth grade next year and I think the school social & organized activities (dances - clubs / sports / music) would be missed, but we are really looking forward to having affordable choices in her education.

If it were possible for Maine Virtual Academy students to participate in the above activities with locally zoned schools, that would be perfect!

I would be interested in informative meetings on the subject.

Thanks,

Angela Clark

angelamclark.09@gmail.com

Dear MEVA Board,

My daughter is an excellent Gorham High School student. Her grades are great and her friendships are wonderful. Last summer, before she entered her Freshman year, she and I had a conversation about the value of focusing on one's strengths to excel in school, career, and life. Sometime in the middle of her first high school year, we revisited the conversation. She told me that she didn't feel like she could focus on her strengths, but she didn't mean academically. She explained that the class room structure, necessary rigidity of the education process, the focus on the group to the detriment of the individual, the peer pressure, and the multitude of distractions, made it difficult for her to concentrate and be happy while learning, let alone focus on strengths and excel. Despite working hard to get excellent grades, my daughter had to fight the urge to become disenchanted and disengaged.

When she heard of the possibility of a virtual high school, she could not have been more excited. To her, this would give her the opportunity to learn the way she learns best - as an individual. For her mother and me, this would give us the best of many worlds: an excellent Maine public school curriculum; a focused, enthusiastic student; and the opportunity to be more distinctly involved in our daughter's daily education.

Sincerely,

John Coolong
JCoolong@elementcare.org

Dear MEVA Board,

I would love to support these efforts in any way possible, and YES! absolutely interested in attending an online info session.

Here are just some of the reasons Maine students would benefit from the K12 Curriculum.

- 1) In a lot of areas in Maine, school districts cover a very large and spread out region, where there is very little choice besides attending their regionally assigned school. Therefore if students are not being successful in their school, there is little or no alternative besides homeschooling your child.
- 2) There are very large, powerful, and organized homeschool coops that would benefit from a curriculum such as K-12, particularly for when their child enters the middle/high school age. Most parents feel comfortable educating their child through the elementary school level, but start to feel extremely challenged when their child has to start taking the more rigorous courses. They feel they cannot be as supportive as they need to be nor have access to adequate resources to help them overcome this challenge. So in essence, it is the student that suffers the consequences.
- 3) Having a program like MEVA can serve as a credit recovery program that can help students get credit in the areas they need without having to wait for a course to be offered again. In a lot of the smaller schools, certain non-essential semester courses are only offered once a year or every other year.
- 4) Having a program like MEVA will provide for a more rounded and complete education for those in high school as it would add to the electives a student can take and may open up areas of interest that would not otherwise exist.
- 4) In districts where there are other options, such as private schools, those schools fill up very fast as they have limited enrollment and tend to be very expensive. This caters to the needs of the more affluent families in the area. But for the majority of families, having the ability to pay for a private school does not exist.
- 5) Having a program like MEVA will improve/increase Maine's graduation rate, which in turn would help the state get extra funding.
- 6) Kids that dropout at the age of 16 because they have to work or help provide for the family, would be able to finish their education.
- 7) K12 curriculum is way ahead of a lot other districts in that they are already supplementing curriculum with what is needed to meet the new CCSS's.
- 8) K12 offers courses that many other schools in Maine are not able to offer elementary school kids due to budget cutbacks (courses such as Science, Art, Spanish)

9) Taking a course through K12 would better prepare our students for higher academic achievements as taking a virtual course in high school is very often recommended, if not required, by colleges and university.

10) MEVA allows for students in different geographical regions of the state to interact, discuss, and enhance their educational experience through their class connects. Exposing the students to other students outside of their hometown provides for an excellent opportunity to improve their communication skills and enhance their perspectives on the topic.

11) Having a program like MEVA would allow for the motivated students to complete their education at a more accelerated pace and therefore begin their collegiate experience.

12) MEVA students have the ability to contact their teacher at any time. Responses are always received in a timely manner. This allows for honing in and addressing a student's particular area of weakness or helps address a misconception that could block future learning.

These are 12 things that I can think of off the top of my head. I am certain that there will be community support as Mainers really want the best for their kids. They value the importance of obtaining an education and providing opportunities for their children.

With that being said though, Mainers tend to be very cautious before trying something new. It is for this reason, that if approved, how this program is marketed and what population is targeted is going to be very important towards its success. Equally important will be the word of mouth advertising that the students and families that join MEVA will provide. That will make or break you in Maine and will be your most powerful source of advertising.

Please let me know if there is anything else I can help you with.

Respectfully,

Marti Dayton
biomart1119@gmail.com

Dear MEVA Board,

Please count my family in as being in support of a Virtual Charter School for Maine students. Here are some of the reasons that I can come up with:

My 12 year old daughter who is gifted said she likes online school because she can customize the choice of classes to her ability level
So for example she signed up for 8th grade math. This could not be done in a brick and mortar school due to scheduling difficulties

Some students with special educational needs such as ADHD may prefer the online format and should be given the choice

Some students who might otherwise drop out in high school will now have another alternative

Military families and other families who move residences frequently can now offer their children consistent online classroom education

Some students want to take a foreign language that is not offered in their local school. The virtual charter school will expand the curriculum to meet more educational needs.

Students can use the virtual school to take class in the summer either for enrichment, to get ahead, or to repeat or make up failed courses.

Students can Skype with their teachers once a week to review and consolidate their learning.

Students who are bullied at school and who are afraid to attend can do virtual school until the matter is resolved.

Students with chronic health problems who are hospitalized intermittently can have consistent education.

Students who must work to help make ends meet in their family can do online school.

Students who still minors but who may be pregnant or raising a child would benefit from the flexibility offered with online classes.

For these many reasons, I think that the time has come for this worthwhile resource to be available to students in Maine.

I hope this helps,

Elizabeth Ellis
<mailto:kidsatlast@yahoo.com>

Dear MEVA Board,

I think the online academy is a great idea. I have documentation dating back to my daughter's preschool with her struggles. Every year I get the same comments from teachers, that she is inattentive, struggles to meet deadlines, has a hard time in group settings, some have deemed her as smart but uncaring about her education, she struggles to get assignments in on time because it takes her longer than the others to plan and organize. She once liked school but now I have a difficult time getting her up to go since every day is a struggle for her, she is now a junior in high school and has failed enough classes that if she doesn't pass all this year and next, she won't graduate on time. Every year I have had her tested shows she is intelligent and she is learning at her grade level, she is very artistic, a kind and loving girl, willing to help anyone, but just struggles so hard to fit into the "normal" classroom. Now she is suffering from anxiety and some depression as well as some other medical issues. She is on track to miss quite a bit of school this year until we can get her fixed up. I believe this academy could benefit her as well as others that are struggling in times like this, they would be able to work at their own pace without worrying about keeping up with others, if they are faster, great, but if they are slower getting things done they aren't at risk for failing a class. Also when they are unable to attend school due to illness they won't have to worry about not falling behind since they can work from home. If they need a break they can take one at any time, I believe kids like my daughter can thrive in an environment like this, these kids are usually very intelligent but people don't see that, they classify them as lazy, uncaring, unwilling to do what is expected, and that just isn't the case. These kids need an environment where they can thrive and feel good about what they have accomplished.

Thanks for what you are trying to do; I may have my daughter send an email as well so you can get her perspective as well.

Sincerely,

Susan Foster
Brownfield, Maine
Suenrob2005@yahoo.com

Dear MEVA Board,

I have a grandson who didn't speak until he was three, knows colors, letters and can sound out words. Has a hard time communicating and is socially not up to what a four year old almost five year old should be doing. I was looking for things to help him get caught up as I cannot convince my daughter he is behind. He is extremely bright but I know why when he gets to Kindergarten he will be behind because of the social thing. When he is around other kids he doesn't have a clue how to play with them. I don't want him labeled with the LD label I want him in the classroom learning and learning behavior from his peers.

Sincerely,
Susan R Gilman, Retired Ed. Tech III
kilmin04963@yahoo.com

Dear MEVA Board,

I am writing in reply of what I feel as a parent is a need for my daughter. She has been in the public school all her schooling up till current grade which is 9th. She has struggled to maintain just average grades. She struggles tremendously in Math, since grade 3 while just being "passed along". I have advocated all the way to "special services to get her support", none of which has been successful. She held a consistent "F" in Algebra I all year long. Now she has to retake it next year! I do feel the school failed her...how could a school not see the "consistent F"? How could they not hear a parent practically beg for support....tutoring, "anything"? Just got pushed along, it sickens me! I have often thought of "homeschooling" but my daughter at this point is reluctant to leave the "social circle". I think a virtual schooling would be more tailored to the needs of each individual way better than the public format in these schools today. None of which can seem to give 1 on 1 support anymore. I'm afraid that she won't graduate when the time comes if this continues and I'm desperate for choices to help her succeed and feel confident without spending tons of money that I don't have. I already pay school tax to the current district that she's enrolled in which has not be productive for her. This sounds like an awesome opportunity to give her back self-confidence and allow her to grow academically too! I will be following this closely, thank you.

Margarette Gordon
mmmmccm@gmail.com

To the State of Maine,

My son had terrible anxiety in first grade in the public school in Mount Vernon which had to do with the stress in the classroom and bullying and teasing by some of the boys. The teacher, Linda Smith, and Principal Pia Holmes claim there is a 0 tolerance policy on bullying but they did not care to help our situation. The card flipping discipline system was awful and both of my children were worried all the time about getting in trouble even though they followed the rules and rarely needed discipline. My daughter was given detention from Kindergarten teacher Christy for "smiling during rest time"- apparently it was disrespectful to the other students! After months of frustration and trying to work through the issues with the administration (which was like talking to a wall), I pulled them out of public school and began homeschooling. Public schools are not interested in partnering with parents of children in their schools anymore. We need the Maine Virtual Academy because many Mainers live in rural areas and need OPTIONS. Some classes are hard to homeschool because the material may get challenging when kids reach the older grades and parents need options. There are so many budget cuts and not enough compassion in the public schools. I hope the State of Maine can make a good choice for all the kids in rural areas who do not have many options and need an option that is not in the physical school itself.

Thank you,
Kristen Gottlieb
Mount Vernon, ME
293-4633

My name is Melissa. I support the Maine Virtual Academy alternative action for a couple of reasons. First, there is unlimited potential for faster advancement through school. Students who are slightly above average may find classroom settings boring and lose focus on the curriculum. It is to their benefit that there are online schooling options that they can get through at their own pace. That reason applies also to students who may be falling behind. The classroom setting is not always the most beneficial for students who are inevitably smart, but can't learn at the same pace others can. It helps to have less pressure than that of formal setting.

Also, there is the wonderful Maine weather. It is difficult and sometimes nearly impossible to travel to school for students who may miss the bus. Cars cannot readily handle severe conditions, even when there is not a lot of snow or ice. The roads are hilly and sometimes very dangerous. It will be nice to have an alternative option for students to complete their education at home without worrying about what its doing outside.

Our family strongly supports the online school option and can't wait for it to be readily available both statewide as well as nationwide. Thanks!

Since,
The Hall Family
Mount Vernon, ME
mickeyleo75@yahoo.com

Dear Amy Carlisle, Chair of the MEVA board

The reason Maine needs a Virtual Public School option is to offer a choice. Some of us live in isolated and rural areas and have no choice. Small schools though nice in the fact you know the whole student body are not able to offer much above the standard course schedule. It is not feasible to attend another school with more option. It would be nice to allow my children to study at the pace that they can handle not be at the schools pace. I also know a family whose child does not do well in a standard classroom setting and they wish that this option was available to them. Having the Virtual Public School option will allow my family and others that I know the ability to encourage our children in their education with teacher support. We should all have access to a free public education that best fits our families.

Sincerely Robin Hardt

mongo4570@myfairpoint.net

Dear MEVA Board,

Northern Maine really does need a tuition free online school option!!! The high school atmosphere here has gotten a D rating, with stress levels as high as someone suffering from PTSD! Having the option of either dropping out if it gets to be too much, with nothing to go to, or having the option of joining an accredited online school and continuing and graduating high school means a tremendous lot!! Please allow Maine Virtual Academy to open this next school year, fall 2014. It would be real nice knowing there was a second option available!!

Sincerely,

Christine Heath
johnandchristine@fairpoint.net

To the State of Maine Charter School Commission,

I am very excited at the prospect of at least grades 7-12 through Maine Virtual Academy being available for the 2015 school year!!!! Students in Aroostook County do not have half of the available options that southern parts of the state and/or other states offer! I am sincerely hoping to be able to say to my three undergraduate students, if they get to distraught in the public school, they can enroll in this Charter option and continue to do extra-curricular activities!!!! There is also the chance (and talk of) that they will close our local school and bus for over an hour to some other destination!!!! That is NOT acceptable to me!!! The Charter school would let them work from home and still have the ability to also meet with other students and carry on the extra-curricular activities without being on a bus one way for over an hour!!! This is a real necessity for Aroostook county schooling!!!!!! Please approve Maine Virtual Academy's Charter for school year 2015 and beyond!!! We NEED them!!!!!!

Sincerely,
Christine Heath
Sherman, Maine

Dear MEVA Board,

My name is Lori Holleran. My husband and I bought a house 9 years ago in Waterboro Maine, in the Lake Arrowhead area, we love raising our three children in this beautiful State. I write this with great pleasure in support of the Maine Virtual Academy; all the hard work they have done to get this program up and running is amazing. I would like to share my story, one that I was not prepared for, but now find myself advocating for my daughter, and other children who have their own stories. My daughter Lori (yes, we have the same name) is a 16 year old junior at Masabessic High School. She is an honor roll student with all her electives complete. She takes several honors classes. She is an amazing writer and loves to read. She has many friends and has loved attending school all these years. You may wonder why I am writing this today after all this wonderful information. She has been through some hard life lessons this year, and made some major life altering decisions that she simply cannot take back. We recently found out that she is 3 month pregnant. After getting over the anger, disappointment, heart ache as a mother, I now find myself looking at how smart, loving, and passionate for life she is, and she in her heart is also pro-life as we are. She can be an educated and wonderful mother with our help, not a statistic. She can accomplish all her dreams; she needs our help more than ever. I thought of home schooling, finding it not a fair choice for her next year, as she will not earn her diploma that she has worked so hard for 11 years for. She has so much to offer our community and the State of Maine. She also needs to learn at a young age to be a mother. She can do it all, this program would help her succeed at both, so she can live at home and finish school, and raise her beautiful child. She plans to enroll in college and major in psychology as soon as she gets s her diploma. We plan to help take care of our grandchild while she attends school and lives at home with us. The Maine Virtual Academy would be a wonderful option for my daughter. Having to pay for private school fees as a middle class working family is just not in our budget. My husband and I both work, I am grateful to have a job working from my home office for the hospital, so I would be home all day with her and the baby while she works on her senior year

I ask you to think of students such as my daughter as you make your decision, remember there are so many stories like hers and many more different ones. Our society has changed through the years. It is not easy for children with different needs to feel normal in school in so many situations. This allows our children to still receive the same great education based on our Maine State standards and have these children walking down to receive their diplomas, as they well deserve.

I thank you for taking the time to hear our story.

Sincerely,

Lori Holleran

holleranl@emhs.org

Traditional public school did not work for my child. In Kindergarten/1st grade (SAD9) she was suspended weekly and almost daily physical restraints--on a five year old. What she learned best at Cape Cod Hill School was the strongest person can overpower a smaller one and if I don't want to be at school, I act out. When I act out I get to go home. In 1st grade (CCHS-SAD9) my child was placed in isolation from Thanksgiving to the end of the school year, with one adult in a small room, the only daily peer contact 20 minutes recess. I moved to Bangor for grades 2nd to 6th.

In Bangor the negative reinforcement of suspension continued and student was placed in behavioral regional program, (SPRP) Southern Penobscot Regional Program in Old Town. She did very well in this highly supervised, environment with proactive, supportive, small classroom. She earned her way back to traditional public school and the special ed teacher said a 1:1 would hold her back so she started middle school without an ed tech (my objection and recommendations from SPRP were ignored.) In two months she was in residential treatment and from there returned to SPRP.

Although she has done well at SPRP, she needs to be in an environment without the daily situations, language and behaviors that occur at SPRP.

lkaut@mindspring

Dear MEVA Board,

We have a state here that is striving to provide appropriate and valuable education to our children. But as we are, for much of our state, a very rural area, it is sometimes difficult to obtain the education for our children that is really needed.

Were we to have larger cities, bigger businesses, and stronger industries located within our state, there might be more voices calling for improvements and accommodations. Unfortunately, we are often left with no choice in schools due to geographic location.

Many children in our state do extraordinarily well within the public school system. Many parents prefer to utilize private and charter schools, and even home school due to their child not receiving the education the suits their need.

Now, why are there children needing a different educational environment? Many reasons, and more so in our state where there is a higher incidence of Autism, disabilities, learning handicaps, social issues per capita than in more affluent areas.

For children, such as my child, who have been diagnosed with Asperger's and also designated as gifted and talented academically, the offerings within the public school system are limited. Our local school tries their best to accommodate, but as a first grader that can read and comprehend 8th grade level material, can read college level material, produces arithmetic results at the fourth grade level, but comprehends algebra and geometry...they will soon run out of options.

All children do not fit within the same round holes. We, as parents, have the responsibility to advocate for our children, provide them with the tools they will need to be successful in this world, and work to obtain the absolute best education possible for them.

Having the option to engage in a program of education such as what MEVA offers would be an incredible blessing to our children.

Please feel free to contact me should you need any assistance with setting up face-to-face groups or getting the word out about MEVA.

I work as a professional blogger, internet marketer, and social media manager. If I can assist you in developing any content or promotion, please let me know.

Kind regards,

Cheryl Keyworth
(207) 232-4813
cekeyworth@gmail.com
www.mainlywords.com

September 27, 2012

To: Amy Carlisle, President, Board of Directors, Maine Learning Innovations:

I am writing this note in support of the need for the Maine Virtual Academy, a school sponsored by Maine Learning Innovations. This is the personal story of a journey which ultimately lead my family and I to K12 and to the Maine Virtual Academy.

From his very first day in kindergarten, it was apparent that my grandson was going to be a "square peg" in a public school environment made with "round holes". After a couple of years of frustration during which the school would move him in "lock step" while he wanted and needed to move faster, the family, in his 2nd Grade year, the family was able to enroll my grandson in the mathematics program in the Educational Program for Gifted Youth (EPGY) at Stanford University. EPGY is a virtual school, and he took to it like a "duck to water". In about 2-1/2 years, working part-time, after school, and as an extra-curricular activity, my grandson "zoomed" thru Grades K through 6 and was certified by Stanford University to enter Grade 7 with better than a 95% GPA. By this time, he had covered all of pre-Algebra, among other topics. At the midpoint of his "brick and mortar" 5th grade year, the family ran out of funds and had to stop. During the remainder of his 5th Grade year, we worked with him on his Algebra in an ad-hoc way, utilizing various Internet resources such as Purple Math and Khan Academy.

At the beginning of his 6th Grade year, it was a same old "lock-step, no-challenge public school story". The family scoured the Internet hunting for what we could possibly do next. We looked at quite a few options before we found K12. We looked at their website closely - especially at the course syllabuses and the videos and testimonials - and gave them a call. We were assigned a counselor, who was very helpful and answered all our questions over the course of several weeks and quite a few phone calls. We explained our grandson's background and asked if we could try him in the Honors High School Algebra I Course. After the counselor told us that my grandson did have the proper background, we decided to enroll him. When he found out, my grandson was really happy about the challenge it presented him, and he has really thrived in the K12 environment. We were also happy about the cost of his course: even on a quantity-one basis, it was pretty reasonable. My grandson did REALLY well in his K12 Algebra course, finishing with a 4.0 GPA. Thanks to the opportunity K12 gave him to make a "leap ahead" through his Algebra I course, my grandson, after taking a national math assessment at the end of his "brick-and-mortar" 6th Grade year, tested into the top 2% of 6th Graders nationally. This year, we're enrolling him in the High School Geometry course. He can't wait.

Ultimately, it was the quality of the K12 curriculum, the teachers and staff, and the effect it was having on my grandson that lead me to join the Board of Directors of Maine Learning Innovations.

Regards,

Ed LeBlanc

Dear Amy Carlisle and the MEVA Board,

I am writing to say that I am very hopeful a virtual school option through MEVA will be available to my child soon. Online learning is an amazing educational tool for the 21st century. I am a single parent that travels a lot with a business that can be operated over a smart phone. The ability to individualize my son's academic needs through this online school is very beneficial to our family. My son has completed one year of online learning and he loved moving through the curriculum at his own pace. He moved slower through math and faster through other subjects. It was a great experience! We were able to customize the online program to play to his strengths. This individualized learning helped keep Avi engaged in the material. He kept his mind on his schoolwork and paid more attention to what he was doing. He retained what he learned a lot more. I like that MEVA would use the Core Knowledge system which I am familiar with and like a lot. Please keep me informed of the status of the MEVA online learning option.

Thanks!

Jarrold LeBlanc
12 Houghton St
Madison ME 04950
207-431-0853

As a parent of three children in the rural Maine education system, I would like to stress the need for a virtual school for my children and others in rural Maine. I am currently homeschooling my six year old, my thirteen year old is in school in Millinocket, and I have a child in Medway Middle School. We have to pay tuition to homeschool our six year old child which is very expensive. Last year we had to pay to homeschool two of our children. There are really not many alternatives, in some instances, no choices for people in rural areas when it comes to education. If the school your child is in is identified as a CIPS school or the school just does not fit your child you have no other choice but to continue to send your child to that school or homeschool at your own expense. The added expense of homeschooling is not something many people in rural areas can afford. I have also found that people in rural areas who are successful in getting a superintendent swap are finding it difficult to pay for their gas. I have had a few parents call and ask if their child could ride with me to the next town to school because of the continuing issues at Medway Middle, but I have to turn them down because my car is already full. This means that some children are having to remain in a school that is subpar simply because the parent cannot afford the gas to travel to another town to school. In rural Maine, where you are often faced with no choice in education, a virtual academy is essential in offering a choice for parents in providing a good education for their children.

Amy Linscott

Dear Commissioners,

When it comes to education, ergo learning, is there any option that should go unexplored? Should any resource be left unexploited? Shouldn't EVERY opportunity for learning be seized?!

My husband and I chose to live in Lagrange, Maine to be near his father, who needs us. When the local school department proved unable, unequipped, and in some ways unwilling to meet my sons needs I began homeschooling him. This has resulted in us being a single income family, living with the limitations imposed by such a condition. My daughter seemed to be doing well, achieved medals for her NECAP scores, and was enrolled in the gifted and talented program. However, she was falling behind her peers from other parts of the state, and the country! When I spoke with her teacher I heard loud and clear how limited she was by the school, and the district, and that my daughter could be getting a better education. I began homeschooling her as well and she quickly surpassed the levels she was achieving in school.

I was shocked. Then I was angry. Not only for my own children, but for the 30+ other children in that school who's young minds, with all that potential, unfulfilled, wasted, simply because they live in Lagrange, Maine, and this is their school. Many of the families here are living in poverty, or working class, where putting food on the table is the priority, and an all consuming struggle. There is no time off work to attend school board meetings, no opportunity to change things for the better, you have to get in your hours or that would mean a short paycheck and potential hardship. Many people here are just getting by. So the kids go to school so their parents can work and the parents assume their kids are getting a good education like every other american kid, and are too tired, overwhelmed, stressed, undereducated themselves, and unaware they are not. Those that do, and attempt to address it are disappointed. Like I was. Their hands are tied. This is where they live, and they cannot afford to move, and their kids are slated for a substandard education as a result.

If there was another option, many parents, would take it. The schools here are merely existing, the teachers and facilities tapped out and frustrated. The schools are crumbling inside and out. It is not an environment conducive to learning.

Our local elementary school was closed last year. People are moving away from here as fast as they can. But with the option of online public school even with our schools closing the children who remain will have access. They even offer computers and help paying for Internet access. This online public school will allow my daughter access to a good curriculum, made to fit her, a much better option than she would otherwise have. THIS IS A GOLDEN OPPORTUNITY FOR US.

This would lay opportunity at the feet of so many.

I cannot imagine why there would be any reason for not embracing this opportunity on behalf of the children of the State of Maine. We have so much untapped potential hidden here in the back woods old farms and quiet coves, bright faces, bright minds hidden...just waiting for their chance to be connected and shine. Give them that power please. Please.

Sincerely,
Mandy A Melanson
759 Howland Rd.
Lagrange, ME 04453
207-951-1285

Hi Amy,

I spoke to you the other day regarding my son and my looking into an alternative school for him as he will be transitioning to Middle School next year. My son is 11 years old and has Aspergers along with ADHD and Sensory Processing Disorder. He also is a slow processor. He is mainstreamed in the Public School system and has an I.E.P.. That I.E.P. looks good on paper but doesn't always follow through to the school day. My son continues to struggle with Reading, writing and Math. Most directions are given verbally and or are written on the board. When spoken, my son is only getting pieces of what's being said as he doesn't process incoming sounds as fast as other students therefore he is always falling behind. He struggles with writing information down before it is erased and they move on to the next lesson. He doesn't retain much of the info he is just hearing as he doesn't have the visual input to correlate it with. Though the school has tried to help him with his spelling and writing, I continue to see him decline. He is a visual learner which is why I believe a virtual school such as Maine Virtual Academy with K12 learning may be the best alternative learning environment that will allow him to learn at his speed. He is very good at compensating for his weaknesses to get through a day therefore appearing stronger than he is and creating the teachers to expect more from him. I am very worried what will happen to him once in Middle School when even more will be expected from him. There are many other students out there like my son who would benefit from an alternative school that allows them to work at their pace and style which in turn would create a happier, productive Student. Please keep my son in mind as The MAINE VIRTUAL ACADEMY moves closer to becoming reality..

Sincerely,

Penny Nichols and son Katon
jeeppen@juno.com

Dear MEVA Board,

I think an online charter school in Maine would be very valuable because there is currently a dearth of coordinated homeschooling community opportunities here, a primary reason I looked at K12 curriculum in the first place. We are a military family who moves frequently, so I am looking at homeschooling options that are secular, online/supported, affordable, and offer continuity from state-to-state. Our daughter will start school in Maine, and I had hoped there would be a local charter option utilizing K12 curriculum, but currently there is none. Considering the populace's political frustration with the state's education system, the state's poor economic climate (especially as it carries over to state funding for schools), right on down to rising transportation costs and inclement local weather during the traditional school year, Maine is the perfect place for kids to be offered the opportunity to school at home through a state charter school. Online schooling is absolutely the future of education - perhaps not tomorrow, but definitely in the decade ahead as the need to school at home continue to skyrocket in the U.S. The sooner Maine engages with this growing opportunity for enriching, affordable, accessible online education for its children by offering an online charter school for K-12 education, the better equipped the state's children will be for their future.

-Sarah Nunes

sarah.fp.nunes@gmail.com

Dear MEVA Board,

I have a child who has an anxiety and sensory and the schools never follow his IEP. He would benefit from a school such as this because the schools push him to mainstream but the sensory overload is too great. It would save a lot of heart ache for both parent and child. I have seen so much ignorance with the Special Education in Maine. The teachers just don't get it. I don't want to get into too much detail but that is why I think it would be important.

Yours truly,

Lisa Ouellette
C. Caprara Food Service Equipment
PO Box 140
2214A US Route 202
Winthrop, ME 04364

ph: 207-395-2405

fax: 207-395-2406

lisa@caprara.com

<http://www.caprara.com>

Dear Amy Carlisle:

Several of my friends have used the K12 curriculum and I would be very excited to have this resource available to Maine students. From what I have heard and researched, the resources provided by K12 would greatly increase my ability to take an active role in my family's education from one source without having to piece together curriculum from many different resources. This Virtual Public Charter school option would provide me the best of both worlds. My family would have the flexibility I have appreciated homeschooling combined with a public school teacher, curriculum and educational resources. A flexible school environment allows our family to decide how best to spend our time, whether it be Bible reading, music practice, family time while still allowing time for math, science, writing, foreign language, history and literature. The Maine Virtual Academy provides individualized learning plans for all students allowing each of my three children to pursue the subjects that interest them most.

Thank you

Kathryn Pillsbury

kathryn.pillsbury@gmail.com

c: [207.523.9070](tel:207.523.9070)

My daughter is now in high school. As a homeschool family this can be very daunting. So, why not just put her in public school? She knows what she wants to do and how she wants to spend her time. She is extremely self-motivated with harp, violin, French, History, Literature, and photography. She has tried taking a class at the public school and the scheduling makes it very difficult for her to pursue her other interests as fully as she would like. Yet, we pay taxes to support public education and feel it only makes sense for us to benefit in some way from that system. MEVA would allow her to spend as much time as needed on each subject without getting stuck in tricky scheduling conflicts at the school.

Kathryn Pillsbury
kathryn.pillsbury@gmail.com

As a homeschooling mother of five I fully support online education systems. Parents that decide to homeschool still pay taxes that go to our children's educations yet we have to pay for all our teaching materials and visual aids, and to have to pay to have our children assessed annually by certified teachers out of pocket. I have found that the school system where my children and I live flat out refuse to help any child being homeschooled which in my personal opinion isn't right considering parents still pay into those school systems. I feel that so long as children are learning, the environment in which they receive their education shouldn't make a difference, be it at home or in a classroom. I support the idea of a virtual public school system that will allow a child of any age to learn at home with the tools of a public school yet in a comfortable safe environment where they can excess help from teachers online and work daily and directly with their parents. No one child is the same, children all learn at different levels and excel with different skills. I feel that children learning at home can work at their own speed without the pressures of public school. Children also each learn differently, some children learn better using hands on methods while others learn better visually, some through reading and memorizing. In public schools it is impossible for teachers to reach out to children as individuals and many children therefore move through grades without fully understanding any of the material they were taught. As a parent, in general we tend to have a better deeper understanding of our own children and their needs. Through an online program I think children can have the best of both worlds, support of the public school system and full support of a home education. I also feel online schools should be made public for all grades, as mentioned above parents that homeschool still pay their due to the public schools in their districts why shouldn't our children have excess to public school tools and teachers? As a mother, I fully support Maine Virtual Academy. I would like to see Maine move forward into the future expanding the possibilities of our children's educations. From personal experience my children learn very well with interactive online lessons and games, it engages their interest and focus and they don't realize that they are in fact learning. Programs such as K12 wrongly advertise that they have free online educational programs, but they don't, at least not in many areas especially not Maine. Maine should be one of the first states to come forward with this idea, I'm sure many other parents would also fully support it. I know many other parents that wish to homeschool but don't know where to begin or question if they would be able to give their children a good enough education on their own, who would easily switch to teaching their children at home given the support of teachers online.

Debby Poisson
debpoisson@gmail.com

MEVA is greatly needed in my family. I have a child that wants to go to school, but misses too much school due to a medical condition that has him needing to use a restroom frequently.. Therefore, he gets behind in his school work from missing so much public school, due to this condition.. Being at home, will allow him to do his work, as well as frequent the bathroom as much as he needs to, without being embarrassed, or having to constantly ask a teacher to go to bathroom.

Amber Ripley
amberripley@yahoo.com

Dear MEVA Board,

IF I had a child in grade school today, he or she would be a grandchild. However, I do have an informed interest in educating our children. An educated population capable of critical thinking is our collective best bet for a better future. I support Maine Charter Commission authorization of the grade 7-12 Maine Virtual Academy Online Charter School for the following reasons:

1. Recognizing there is no substitute for an excellent live teacher in a physical classroom, it is also true that not all our teachers are excellent. Virtual learning is a viable alternative for self-motivated students who seek better information than they are now receiving.
2. One size does not fit all when dealing with the complexities of a human being. In education, the more diverse the tool box of teaching tools, the higher the probability of reaching more students effectively.
3. Our older children (grades 7-12) live with one foot in the virtual world, on landscapes such as Facebook, texting, You Tube, Twitter, to name a few. Educators need to infiltrate that world with proven instructional techniques to gain mindshare of our kids and subsequent access to their brains.
4. It appears that home schooling is here to stay. A virtual charter school would be an invaluable tool for parents who choose that path for their kids.
5. An ideal 7-12 educational experience would integrate virtual learning with teacher-led instruction. Add in exercise and a good breakfast and you've got a winner!
6. It is no more or less difficult to measure the results of virtual learning than to do so for classroom learning.
7. Command of the Internet in a positive way would enhance employment opportunities for virtual charter school students after graduation.

Best Regards,

Skip Schnable
101 Southside Road
York, ME 03909

Maine Virtual Academy is representative of a vital wind of change in the way we choose education for our children. Having this opportunity means having the ability to explore the best way our children learn, to allow them the opportunity to explore other paths of education in which they may excel where there may otherwise have been excessive challenges with traditional education. One size does not fit all, and I think it is time for Maine to explore the online public education model such as is presented by schools such as Maine Virtual Academy. Please allow this opportunity for kids who have struggled in the traditional classroom paradigm, whether with the need to be further challenged, or to be able to work at a more flexible pace, or without excessive distractions, or perhaps those who struggle with social anxieties. These are among the top reasons I have heard from parents seeking another way to help their children succeed with confidence. I am in support of the choice of public schools in Maine for Maine's kids!

Kira Spellman
Lewiston, Maine
fishercatposer@gmail.com

Dear MEVA Board,

I am writing this letter today in full support of the Maine Virtual Academy Online Charter School for the fall of 2014. As an educator for the last six years I have learned a great deal about education and working with students. I have earned a Master's Degree of Education, I have worked in some extremely challenging school systems, and I was selected as a NOYCE National Science Scholar. I have also been a part of NSTA for five years and was recently a graduate of the NSTA Science Teacher Elite Academy Program. I have spent the last few years learning ways to implement technology into my curriculum. The implementation of technology has made a huge increase in success for my students. I cannot express enough the importance of using technology as a tool to learn. Online education has been proven time and time again to be equally successful, if not more successful, when educating our students.

In my current, 10th grade biology classroom, I have 17 students out of 19, who are on I.E.P.'s. This is incredibly challenging for both my students and myself. I have found that the more I engage my students through the use of technology and online learning, the more successful they are in the classroom. This particular group of students has failed to pass biology over the last three years. This is now their fourth and final shot to successfully pass this course. At this point, we need to say to ourselves that after three times, we have failed these children and an alternative would have been more appropriate. Online school systems provide this alternative. Maine schools are in need of online learning schools. Pennsylvania has already been proven to have a great deal of success with their students by using online school systems. I strongly believe that Maine students will benefit from this alternative school system. Again, as a well educated and experienced teacher, I am in full support of the Maine Virtual Academy and I feel that this school system will allow our students to be engaged and prepare them for success. I also believe that this school will equip Maine students to be better prepared for their future with a 21st Century skill set.

Please feel free to contact me at any time regarding this school. I will be happy to further discuss the success of virtual schools from an educator's perspective.

Thank you for your time,

Caitlin Tenney, M.Ed.
79 Wells Highlands
Wells, ME 04090
Connerycl@yahoo.com

To whom it may concern:

I have two children currently enrolled in public school. My daughter, now a senior, has struggled with the social aspects of school and classroom environment. After attempting everything we know how with the district, we have decided to enroll her in online classes to finish her high school year to ensure graduation.

My son will be entering middle school this year. He suffers from an eye disorder called congenital nystagmus. Although the elementary school has tried to accommodate his disorder, it hasn't been enough. We fear upon entering middle school, the accommodations will no longer be available. My son also suffers from failure to thrive, thus keeping him a bit behind schedule with his other peers. I've been assured the middle school will place him academically where need be. After having one child attend the same district, I haven't any faith in their assurance.

With the option of online schooling, I am certain both of my children would benefit greatly from it. I am an at home mom and am available for my children every day. Please, allow Maine Virtual Academy become a part of our local education for the benefits of our future, "OUR CHILDREN".

Jessica Tibbetts
tlt115@hotmail.com

I support MEVA because I would like an alternative public school option. I go a school that doesn't support my learning abilities. I am usually far ahead & above the rest of my peers, therefore not getting any direction because they are focused on kids who are behind. Due to transportation I cannot go to a different school. So I was very much looking to MEVA so I could utilize a different option for schooling. A lot of families need a different option for many different reasons. I feel this would be a very useful program for families all around Maine.

Brooke Whitcomb
brookielyn710@gmail.com

Dear Ms Amy Carlisle,

I am writing on behalf of K12 Virtual Academy, which was a public charter school in California where I moved from. The educational quality is supreme with extensive curriculum. We enroll my kids in the program to advance their academic vocation.

Too bad here in Maine is not recognized yet and it really should. I home school my oldest son but if the charter becomes a reality, so much the better in support.

Another problem with regular school is the strict standard to confirm the students to their respective age in accordance with their peers. The special intervention is not sufficient to advanced students regarding their progress. It is ridiculous to think all children can fit in one square box with minimal individual differences in ability and motivation.

Howard Yee

Howard Yee Family email: barbecuebao@yahoo.com

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C. Governance

C.1 Governing Body

Regardless of the corporate structure of a proposed virtual school and whether or not it has a national or international profile, any virtual school affiliate serving Maine students must clearly demonstrate that the Board of the Maine charter school has complete authority to make all of the decisions relating to the operation of the school and is the sole entity able to resolve any issues or concerns that the Maine Charter School Commission has with the school.

Describe the entity that will hold the charter and be responsible for governing the school. To be eligible for a charter from the Commission, the entity must be a Maine non-profit corporation and must have filed for status as a charitable organization under section 501(c)(3) of the Internal Revenue Code or have received a notice of exemption. Provide documentation of the entity's legal status - including Articles of Incorporation, by-laws and documentation of incorporation as a Maine non-profit corporation. The Governing Board must be independent having legal, fiduciary and oversight authority for the charter school with autonomy over key decisions, as referenced in MRS 20-A § 2401, sections 6, 9A:

6. Governing board. *"Governing board" means the independent board of a public charter school that is party to the charter contract with the authorizer and whose members have been elected or selected pursuant to the school's application.*

9. Public charter school. *"Public charter school" means a public school formed pursuant to this chapter that:*

A. *Has autonomy over key decisions, including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum and instruction.*

Maine Learning Innovations will hold the charter for Maine Virtual Academy (MEVA) and be responsible for governing the school. As the Governing Board of MEVA, Maine Learning Innovations has complete authority to make all of the decisions relating to the operation of the school and is the sole entity able to resolve any issues or concerns that the Maine Charter School Commission has with the School. Maine Learning Innovations filed Articles of Incorporation as a public benefit nonprofit Maine corporation with the Maine Secretary of State on April 23, 2012. Amended Articles were subsequently filed on May 25, 2012 (see **Tab 25**). Maine Learning Innovations filed an application for exemption (Form 1023) with the Internal Revenue Service prior to the submission of this charter application and received the determination letter of exemption from federal income tax under section 501(c)(3) of the internal revenue code, dated August 1, 2014 (see **Tab 27**).

The Board of Directors of Maine Learning Innovations has adopted Corporate Bylaws (**Tab 26**).

The Bylaws provide sustainability for the school including financial stability (i.e., providing the capacity for the Board and school to endure) in numerous ways including: a clear statement of purpose; citation of the state and federal statutes which are the legal basis for the creation and

operation of the public charter school and the nonprofit corporation; selection and term of office of the Board of Directors and its officers; powers and duties of the Board of Directors and its officers including the Board Treasurer; provision for Board meetings (regular, annual, and special meetings and procedures for meeting notices) and committee meetings; execution of instruments; gifts and contributions; tax-exempt provisions; indemnification; current and correct reports and records including financial accounts; and other provisions. Please also see Sections D.1 and D.2 below for further information about the provisions for sustainability as it relates to financial stability. The Board has also adopted a Conflict of Interest Policy (**Tab 28**). Other policies in draft form are under consideration.

The Board is independent, and has legal, fiduciary, and oversight authority for MEVA with autonomy over key decisions including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum and instruction, as referenced in MRS 20-A § 2401, sections 6,9A. Its purpose, as stated in the Bylaws, “is to broaden the educational opportunities available to students and specifically, without limiting the forgoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq. of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections and to serve the public, as a public benefit corporation, exclusively for charitable, religious, educational, and scientific purposes within the meaning Sections 501(c)(3) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended (“IRC”), or corresponding provisions of any subsequent federal tax laws. The Corporation shall have all of the powers necessary to carry out the foregoing purposes and all the powers of non-profit corporations organized under the laws of the State of Maine.”

Explain the governance philosophy that will guide the Board, including the nature and extent of involvement by key stakeholder groups.

The Board will ensure the sound, transparent operation and financial management of the school; setting goals and holding the teachers and staff accountable for their role in meeting the goals; and expecting annual and continuous growth in student achievement. As the party accountable for the charter contract and the development and performance of the Maine Virtual Academy, the Board takes an inclusive approach to its school governance philosophy. The Board is responsible for hiring and managing an outstanding school leader and dedicated finance officer to ensure the viability and vitality of the school. These individuals will be charged with implementing the school policies that are developed by the Governing Board with input from the Chief Executive Officer, Chief Finance Officer and Program Manager, and reviewed and revised on at least an annual basis.

There are many groups whose voices are important to the MEVA Governing Board. These include students and parents, teachers and staff, members of our communities and organizations and companies that support the mission of MEVA. Our board will work to establish committees to reach out to each of these groups and include their input into our mission of guiding and governing MEVA.

As we move forward with our own community of students, parents, teachers, administrators, and Governing Board members, we are engaging in an innovative education model. Our Board is committed to being on the forefront of research trends and best practices in the field of

virtual education and virtual school governance. We have already reached out to experienced charter organizations in other states such as Grand Valley State University in Michigan for advice on best practices, and have sought research and/or consult from organizations who are expert in the field of online education, including iNACOL, the Evergreen Education Group and the eLearn Institute. Our board is working to establish an advisory relationship with Chris Harrington and the eLearn Institute. The eLearn Institute has significant experience with educational service providers and works with school districts in managing these relationships. We will seek their consult and guidance on the continued development of best practices for our board and the policies that govern our school. Our Board will continue to seek research and best practices from these groups as well as other organizations with long track records with online learning such as the Clayton Christensen Institute and Getting Smart to assist our board with best practices and keep current with new research and policy trends in online education. We are committed to providing ongoing professional development to our board members.

Describe the governance structure of the proposed school, including the primary roles of the Governing Board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers and duties of the Governing Board. Identify key skills, areas of expertise and constituencies that will be represented on the Governing Board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the Board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Governance Structure

The primary purpose and role of the MEVA Governing Board is to broaden the educational opportunities available to students across Maine and specifically, to operate and oversee the development of MEVA as an effective, innovative, and comprehensive public charter school. The MEVA Chief Executive Officer (CEO) and Chief Financial Officer (CFO) will be employed by the Governing Board and they will be responsible for the overall compliance of the School with Applicable Law and the Charter Agreement. They will also assist the Board in its oversight and supervision of the provision of the educational products and services by the proposed Education Service Provider (ESP) pursuant to the Services Agreement with that Provider. Staff effectiveness in instructional practice and professional responsibilities will be evaluated annually with a valid and reliable observation protocol, used by a trained evaluator, to assess the teacher's performance. MEVA will be implementing either the *Danielson Framework for Teaching* model developed by Charlotte Danielson or the *Marzano Teacher Evaluation Model*, both models are approved models in Maine. A Board member, Ms. Beth Lorigan is currently attending training on the Marzano model. She will use this training and her experience as a school leader to help drive the decision as to the best model for the Board to approve.

The CEO will be designated by the board to be responsible for ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. The CEO will be evaluated by the Board using standards which align with the Interstate School Leaders Licensure Consortium (Educational Leadership Policy Standards: ISLLC 2008) and are to be determined after charter approval (see **Section B.3**). The Chief Financial Officer shall be responsible for the oversight and control of all school funds, financial audits, and other

financial matters. The Governing Board will establish a Finance Committee made up of knowledgeable individuals who will work closely with the Board, CEO, and CFO to ensure that the financial needs of the school are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools. Several members of the Board have substantial experience with managing budgets that utilize State and local funds. Other permanent and ad hoc Board committees will be established after charter approval before school opens and periodically as the school operates as needs arise.

The Board will require a scheduled review of all its policies as well as frequent operating reviews from the School CEO and CFO in order to ensure that they are implementing the policies and meeting the goals set by the Board. In doing so, the MEVA Board will demonstrate to the Maine Charter School Commission that it is properly performing its oversight responsibilities, meeting the performance expectations and carrying out the operational responsibilities agreed to in the charter contract.

The Board has retained the services of *Brann & Isaacson* of Lewiston, Maine, as its ongoing legal counsel in managing and negotiating contracts with Education Service Provider K12 who will be providing MEVA with curriculum and select school services. This ensures Board independence from K12 and Board authority over school administration. The Board shall be responsible for overseeing the school's quality, operational and financial performance. The Board shall be responsible for monitoring and supervising K12's performance under, and compliance with, the terms of contracts for services in accordance with Applicable Law (please see **Tab 46** for a sample ESP Evaluation Tool). K12 shall cooperate with such monitoring and oversight. As stated previously, the Board is independent and has legal, fiduciary, and oversight authority for MEVA with autonomy over key decisions including, but not limited to, decisions concerning finance, personnel, scheduling, curriculum and instruction, as referenced in MRS 20-A § 2401, sections 6, 9A.

Governing Board

The Maine Learning Innovations Board, the proposed Governing Board of Maine Virtual Academy (MEVA), is composed of six members with the requisite experience and capacity to develop this proposal for an effective, innovative and inclusive charter school. The Board members are caring and engaged parents; diverse community leaders; educators with extensive elementary, middle, and high school and higher education experience; attorneys; technology experts; legislators; and a corporate strategic planning manager. The founders fully embrace the core knowledge approach the curriculum offers, the structure provided in the daily instructional planning and the frequent student assessment data provided to teachers and students. The diverse set of expertise and experience the MEVA Board members bring ensure that there is active and effective representation of key stakeholders, including parents, and that the school will be an educational and operational success.

Individually and collectively, they bring the following experiences and capacities to found and sustain a quality school (see **Tab 30**):

- the experience and the capacity to oversee the successful development and implementation of the education program presented in the application;

- the diverse skills and backgrounds (profile) necessary to oversee the operation of a school and to ensure that the organization has a clear plan for the future viability of the organization;
- the capacity to oversee the effective and responsible management of public and private funds;
- the capacity to oversee and be responsible for the school’s compliance with its legal obligations;
- the background and ability to represent the interests of the community; and
- awareness of their duties and responsibilities as public servants in accordance with the language of section 501(c)(3).

A summary of the expertise and experience the Board members will contribute to MEVA follows:

Amy Carlisle, Governing Board President, is the elected President of the Stanford University Online High School Parent Association, where she serves as the liaison between the association and the Head of School, managing and setting the agenda for discussing school issues on a monthly basis. As the northeast regional coordinator for this online school attended by her daughters, she has substantially grown community involvement in the regional family “meet ups” she has planned: from five families in the first year, to ten or twelve families last year, to twenty-one families attending this year. She is also a former employment lawyer and human resource executive.

Ed LeBlanc, Governing Board Treasurer, is the president of Allegra Consulting Group, Inc. which specializes in financial management, strategic growth, and technology assessment and integration.

Peter Mills, Governing Board Secretary, has served on over fifteen educational boards, tasks forces and committees, providing invaluable expertise and legislative service on education issues in the past seventeen years.

Beth Lorigan has served over 18 years working as an educator and administrator in Maine Schools and has served as both a special education director and superintendent. Her experience ranges from managing multi-million dollar school budgets to develop IEPs for students with disabilities.

Alan Casavant, a high school teacher for 35 years, is now a Maine legislator whose committee assignments include serving on the Standing Committee on Educational and Cultural Affairs as well as the Standing Committee on State and Local Government. He is also the Mayor of Biddeford.

Kevin Pomerleau has over 8 years of experience serving as President/CEO of various environmental construction companies, managing over \$100 million annual revenues. Kevin has extensive experience in human resources, business development, management of government contracts, financial management, and fiscal policies and procedures. Kevin’s business expertise will provide the board with a balanced business perspective on all aspects of governance.

The expertise and experience of the members of the MEVA Governing Board in educational programming, fundraising and marketing, training, community engagement, financial management, government affairs, and school leadership will ensure MEVA's viability, sustainability and success.

In addition to a strong founding Board, three individuals will serve as non-voting advisors to the Board. The advisors may not have the capacity to attend all meetings, but have an interest in the School, expertise that will assist the Governing Board, and the willingness to be a part of the Governance process. A summary of the advisors' expertise follows below:

Richard Abramson started his career in Maine education in 1977 as the Director of Special Education in Gardiner. This was followed by his position as the Executive Director at the Kennebec Valley YMCA. Rich then served as the Superintendent of schools for three different school systems including Arundel and Wells finishing his career in RSU #38 in Readfield, Maine from 2001-2012. Rich has held the position of adjunct professor at both the University of New England and the University of Maine at Orono and was also a Maine Distinguished Educator at the Maine Department of Education.

If the application is approved, MEVA will engage Mr. Abramson's assistance in identifying and hiring a qualified CEO. If necessary, Mr. Abramson would act as interim CEO during the search.

James Chiavacci holds a Ph.D. in Instructional Technology with expertise in educational program management, curriculum design and assessment, and technology integration. He has demonstrated consistent success as an educator, administrator, and manager in both education and corporate settings in Maine.

Tim Walton, who has years of experience in government affairs, is currently Director of External Affairs and Public Policy for Cianbro, a national construction services firm with Corporate Offices in Maine. Tim will contribute valuable knowledge about government programs at the state and national levels from his previous staff positions working for elected officials and candidates for elective office.

To the extent that the organization has already existed and has functions independent of the operation of the proposed school, provide a brief description of the organization, its history, its current operation and the relationship between its existing operations and the proposed school.

Maine Learning Innovations filed Articles of Incorporation as a public benefit nonprofit Maine corporation with the Maine Secretary of State on April 23, 2012. Amended Articles were subsequently filed on May 25, 2012 (see **Tab 25**). At this time, Maine Learning Innovations has no other functions independent of the operation of the proposed school.

The Governing Board will be responsible for documentation in response to the external review by the Maine Charter School Commission. As part of a complete review system, discuss the internal review process and data collection that will be used to evaluate the academic and organizational functioning of the charter school.

The Governing Board will provide the documentation required by the Maine Charter School Commission for their external review. The school's Student Achievement Improvement Process (SAIP) will be a primary means of internal review and data collection that will be used to evaluate the academic and organizational functioning of the charter school. The SAIP will be a self-evaluation of the curriculum, instructional methods and practices on an annual basis when Maine Virtual Academy is operational. The SAIP process is a multi-stage planning process which will take into consideration data collected about the success the school is having in reaching its academic and nonacademic goals as stated in measurable terms in this charter application and the charter contract. The SAIP process allows school leaders to provide continuous professional development around gathering, interpreting and using data to improve instruction and student learning. The SAIP process also provides up-to-date data for the CEO to provide to the governing board regarding the progress and success the school is experiencing in reaching its goals. The Student Achievement Improvement Process (SAIP) is described in detail in **Section A.4 Assessment**.

Describe the Board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide the Board's proposed Code of Ethics and Conflict of Interest policy.

and

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the Board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Board of Directors of Maine Learning Innovations has adopted a Conflict of Interest Policy (**Tab 28**) covering Board members, officers, agents, employees and substantial contributors, that, with applicable state and federal laws governing conflicts of interest, will protect Maine Learning Innovations when it does business that might benefit an individual or entity. The Board has not identified any existing relationships that could pose actual or perceived conflicts of interest, and it will make every effort to avoid any actual conflicts of interest and to mitigate perceived conflicts.

Required Tabs

25. Articles of Incorporation
26. Corporate By-laws
27. Documentation that the applicant is a Maine nonprofit corporation, has filed an application for exemption (Form 1023) with the Internal Revenue Service or has a notice of exemption
28. Conflict of Interest Policy (covering Board Members and key administrators)

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Filing Fee \$40.00

DOMESTIC
NONPROFIT CORPORATION

File No. 20120440ND Pages 4
 Fee Paid \$ 40
 DCN 2121141400033 ARTI
 ---FILED---
 04/23/2012

STATE OF MAINE

ARTICLES OF INCORPORATION

Julie R. Flynn
 Deputy Secretary of State

A True Copy When Attested By Signature

Julie R. Flynn
 Deputy Secretary of State

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation:

FIRST: The name of the corporation is Maine Learning Innovations

SECOND: ("X" one box only Attach additional page(s) if necessary.)

The corporation is organized as a public benefit corporation for the following purpose or purposes
 See Exhibit A

The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes

THIRD: The Registered Agent is a (select either a Commercial or Noncommercial Registered Agent)

Commercial Registered Agent CRA Public Number: _____

 (name of commercial registered agent)

Noncommercial Registered Agent

Peter Lowe

 (name of noncommercial registered agent)

184 Main Street, Lewiston, ME 04240

 (physical location, not P O. Box - street, city, state and zip code)

PO Box 3070, Lewiston, ME 04243-3070

 (mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

Form No MNPCA-6 (1 of 3)

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 8

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 15

SIXTH: Members ("X" one box only.)

- There shall be no members.
 There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached

SEVENTH: (Optional) (Check if this article is to apply)

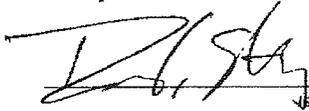
No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office

EIGHTH: (Optional) (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit A attached hereto and made a part hereof.

Incorporators*

Dated April 19, 2012



(signature)

Street 184 Main Street

(residence address)

David T. Slatery

(type or print name)

Lewiston, ME 04240

(city, state and zip code)

(signature)

Street _____
(residence address)

(type or print name)

(city, state and zip code)

(signature)

Street _____
(residence address)

(type or print name)

(city, state and zip code)

Form No. MNPCA-6 (2 of 3)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so

Please remit your payment made payable to the Maine Secretary of State

Submit completed form to:

**Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries (207) 624-7752**

Email Inquiries: CEC_Corporations@Maine.gov

ARTICLES OF INCORPORATION

MAINE LEARNING INNOVATIONS

EXHIBIT A

Article Second

To broaden the educational opportunities available to students and specifically, without limiting the forgoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections.

Article Eighth

Notwithstanding any other provisions of these Articles of Incorporation or the Bylaws of the Corporation, the Corporation shall not conduct or carry out any activity which is not permitted to be conducted or carried out by an organization which is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code (or corresponding provision of any future federal tax code) or by an organization to which donations are deductible from taxable income to the extent allowed by the Internal Revenue Code and other applicable legislation or regulation as they currently exist or may later be amended.

The Corporation shall be operated exclusively for educational and charitable purposes. No funds shall be disbursed for any other purpose. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its tax-exempt purposes.

Upon the dissolution of the Corporation or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF AMENDMENT

Maine Learning Innovations

(Name of Corporation)

File No 20120440ND Pages 3
Fee Paid \$ 20
DCN 2121601400035 PURP
FILED
05/25/2012

Julie H. Flynn
Deputy Secretary of State

A True Copy When Attested By Signature

Julie H. Flynn
Deputy Secretary of State

Pursuant to 13-B MRSA §§802 and 803, the undersigned corporation executes and delivers the following Articles of Amendment

FIRST: ("X" one box only) public benefit corporation mutual benefit corporation

SECOND: Describe NATURE OF CHANGE (i.e. change in name of corporation, purpose, number of directors, adding or deleting section or revision of section, etc) as well as TEXT of amendment Attach additional pages as needed

The third paragraph of Article Eighth of the Corporation's Articles of Incorporation is amended to read as set forth on Exhibit A.

**MAINE LEARNING INNOVATIONS
EXHIBIT A TO AMENDMENT TO ARTICLES OF INCORPORATION**

The third paragraph of ARTICLE EIGHTH is amended to read as follows:

Upon the dissolution of the Corporation or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed (i) the State of Maine for a public purpose in accordance with the provisions of 20-A M R S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended.

BYLAWS
OF
MAINE LEARNING INNOVATIONS

ARTICLE I
NAME AND LOCATION

The name of the corporation is **Maine Learning Innovations** (the “Corporation”), a Maine nonprofit corporation organized and existing pursuant to the Maine Nonprofit Corporation Act, 13-B M.R.S.A. § 101, et seq. (the “Act”). The principal office of the Corporation shall be located in the City of Lewiston and the State of Maine. The Corporation may also maintain offices at such other places as the Board of Directors may, from time to time, determine.

ARTICLE II
PURPOSES

Section 1. Purpose. The purpose of the Corporation is to broaden the educational opportunities available to students and specifically, without limiting the forgoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq. of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections and to serve the public, as a public benefit corporation, exclusively for charitable, religious, educational, and scientific purposes within the meaning of Sections 501(c)(3) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended (“IRC”), or corresponding provisions of any subsequent federal tax laws. The Corporation shall have all the powers necessary to carry out the foregoing purposes and all the powers of non-profit corporations organized under the laws of the State of Maine.

Notwithstanding any other provisions of these Bylaws, the Corporation is organized exclusively for one or more of the purposes as specified in IRC Section 501(c)(3), and shall not carry on any activities not permitted to be carried on by an organization exempt from federal income tax under IRC Section 501(c)(3) or corresponding provisions of any subsequent tax law.

Section 2. Limitations.

(a) Upon dissolution of the Corporation or the termination of its activities, the assets of the Corporation remaining after the payment of all its liabilities shall be distributed to (i) the State of Maine for a public purpose in accordance with the provisions of 20-A M.R.S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under IRC Section 501(c)(3). Such a distribution under clause (ii) above shall only be made: (x) to an organization that qualifies as a public benefit corporation under the Act,

which organization is engaged in activities substantially similar to those of the Corporation; or, (y) to another entity pursuant to a conversion plan approved pursuant to 5 M.R.S.A. §§ 194-B to 194-K.

(b) No part of the net earnings of the Corporation shall inure to the benefit of any member, director, or officer of the Corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation in carrying out one or more of its purposes), and no member, director, or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

(c) The private property of the incorporators, directors and officers shall not be subject to the payment of corporate debts to any extent whatsoever.

(d) No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided by IRC Section 501(h)), or participating in or intervening in (including the publication or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

ARTICLE III MEMBERSHIP

There shall be no Members.

ARTICLE IV BOARD OF DIRECTORS: SELECTION, TERM OF OFFICE

Section 1. Number. The Board of Directors shall consist of between three (3) and fifteen (15) directors, and the number of directors may be increased or decreased from time to time, by resolution of the Board of Directors, but there at no time shall be less than three (3) directors, and a director's term may not be shortened by a reduction in the Board's size. Irrespective of the number of directors at any given time, no more than 49% of the members of the Board of Directors shall be "financially interested persons" as defined by Section 713-A of the Act.

Section 2. Manner of Selection. All vacancies or increases in the Board of Directors shall be filled by the remaining members of the Board at any regular meeting of the Board or at a special meeting of the Board called for that purpose. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 3. Term and Vote. The Directors shall be elected at the annual meeting of the Corporation by a majority vote of the Directors then serving in office. Each Director so elected shall serve until the next succeeding annual meeting and until his or her successor shall have

been elected and qualified, except in cases of death, resignation or removal of the Director. Each Director will have one vote on Corporation matters.

Section 4. Compensation. No Director will receive compensation for any service rendered to the Corporation. However, any Director may be reimbursed for actual expenses incurred in the performance of his or her duties as a Director.

Section 5. Resignation and Removal. Any Director may resign by giving written notice of his or her resignation from the Board to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified in such notice and the acceptance of such resignation shall not be necessary to make it effective. Any Director may be removed from office, with or without cause, by a two-thirds vote of all Directors then serving in office.

ARTICLE V POWERS AND DUTIES OF THE BOARD OF DIRECTORS

The Board of Directors will have the powers and duties necessary for the administration of the affairs of the Corporation, consistent with purpose of the Corporation, its Articles of Incorporation, these Bylaws, and the Act. The Board shall select, employ, and manage all staff of the Corporation. The Board may further delegate authority to committees or to individual Directors as it deems necessary for carrying out the purposes and business of the Corporation, consistent with the provisions of the Act governing public benefit corporations.

ARTICLE VI MEETINGS OF DIRECTORS

Section 1. Annual Meeting. The annual meeting of Directors shall normally be held during the month of September each year, or on such other date as may be fixed by the Board of Directors.

Section 2. Regular Meetings. Regular meetings of the Board of Directors will be held at such regular times as set by the Board of Directors, at such place and hour as may be fixed from time to time by resolution of the Board. Should a regularly scheduled meeting fall upon a legal holiday, then that meeting will be held at the same time on the next day that is not a legal holiday.

Section 3. Special Meetings. Special meetings of the Board of Directors will be held when called by the President of the Corporation, or by any two Directors, after not less than three days' notice to each Director.

Section 4. Notice of Meetings of the Board of Directors. Written notice stating the place, day, and hour of the meeting and the agenda for the meeting will be delivered either in person, by mail, by electronic mail, by facsimile, or as otherwise permitted by the Act, by or at the direction of the President, or the persons calling the meeting, as provided in these Bylaws, to the registered mailing address for notice of each Director. The notice will include copies of the

proposed minutes of the previous meeting if the minutes have been prepared by the Secretary or the Clerk.

Section 5. Quorum. A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Except as may otherwise be required by law or the Articles of Incorporation, the act of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors.

Section 6. Waiver of Notice. Attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except when a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Before, at, or after any meeting of the Board of Directors, any Director may waive in writing notice of such meeting, and such waiver will be deemed equivalent to the giving of such notice. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the waiver of notice of such meeting.

Section 7. Action Taken Without a Meeting. The Directors will have the right to take any action which they could take at a meeting in the absence of a meeting by obtaining the written approval of all the Directors. Any action so approved will have the same effect as though taken at a meeting of the Directors.

Section 8. Telephone Meetings. Members of the Board of Directors or of any committee designated thereby may participate in a meeting of the Board or of such committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participating in a meeting in such a manner by any member who does not object at the beginning of such meeting to the holding thereof in such manner shall constitute presence in person at such meeting.

Section 9. Committee Meetings. Committee meetings may be held without notice at such time and at such place as shall from time to time be determined by the committee. Committees of the Corporation shall keep regular minutes of their proceedings, and report these minutes to the Board of Directors when required.

ARTICLE VII OFFICERS

Section 1. Enumeration of Officers. The officers of the Corporation will be a President, Treasurer, and a Secretary or Clerk. The Board of Directors may also elect one or more Vice Presidents, (one of whom may be designated by the Board of Directors as the Executive Vice President), and such other officers or assistant officers as the Board determines necessary.

Section 2. Election of Officers. The officers of the Corporation shall be elected annually at the annual meeting of the Board of Directors.

Section 3. Term. The officers of the Corporation will each hold office for one year or until his or her successor is duly elected and qualified, unless he or she sooner resigns, or is removed, or is otherwise disqualified to serve.

Section 4. Special Appointments. The Board of Directors may elect such other officers as the affairs of the Corporation may require, each of whom will hold office for such period, have such authority, and perform such duties as the Board may from time to time determine.

Section 5. Resignation and Removal. Any officer may be removed from office with or without cause by the Board of Directors. Any officer may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary. Such resignation will take effect on the date of receipt of such notice or at any later time specified in the notice, and unless otherwise specified in the notice, the acceptance of such resignation will not be necessary to make it effective.

Section 6. Vacancies. A vacancy in any office may be filled by appointment by the Board of Directors. The officer appointed to such vacancy will serve for the remainder of the term of the officer replaced.

Section 7. Multiple Offices. Any two or more offices may be held by the same person.

Section 8. Duties. The duties of the officers are as follows:

(a) **President.** The President shall preside at all meetings of the Board of Directors, and shall supervise the affairs of the Corporation and perform any other such duties as may be assigned to the office by the Board of Directors.

(b) **Vice President.** The Vice President, if any, or if more than one, the Executive Vice President, will act in the place and stead of the President in the event of his or her absence, inability, or refusal to act, and will exercise and discharge such other duties as may be required by the Board of Directors.

(c) **Secretary.** The Secretary, if any, will record the votes and keep the minutes of all meetings and proceedings of the Board of Directors; serve notice of meetings of the Board of Directors; keep appropriate current records listing the members together with their addresses; be responsible for maintaining such books, documents, and papers as required by law or by the Board of Directors; be responsible for filing such annual reports with the Secretary of State as may be required by law; and, perform such other duties as required by the Board of Directors.

(d) **Treasurer.** The Treasurer will receive and deposit in appropriate bank accounts all monies of the Corporation and will disburse such funds as directed by resolution of the Board of Directors; sign all checks of the Corporation unless the Board specifically directs otherwise, and co-sign all promissory notes of the Corporation; keep proper books of account; and prepare an annual budget and a statement of income and expenditures to be presented to the

Board at their regular meeting, and deliver or make copies available of each to the Directors. If the Corporation should have no Vice President, the Treasurer will act in the place and stead of the President in the event of his or her absence, inability, or refusal to act, and will exercise and discharge such other duties as may be required by the Board of Directors.

(e) **Clerk.** The Clerk, if any, shall be responsible for maintaining such books, documents, and papers as required by law or by the Board of Directors. The Clerk shall keep minutes of all meetings of the Board of Directors and shall keep or cause to be kept minutes of all meetings of any committees formed by the Board of Directors. The Clerk shall be responsible for filing such annual reports with the Secretary of State as may be required by law, and shall perform any other such duties as may be assigned by the Board of Directors.

ARTICLE VIII EXECUTION OF INSTRUMENTS

Section 1. Contracts and Instruments. Contracts and other instruments (not including routine instruments) to be executed by the Corporation shall be signed, unless otherwise required by law, by the President. The President, signing alone, is also authorized and empowered to execute in the name of this Corporation on all routine instruments arising in the day to day operation of the business of this Corporation. The Board of Directors may authorize any person or persons, whether or not an officer of the Corporation, to sign any contract or other instruments, and may authorize any such officer or other person to delegate, in writing, all or any part of such authority to any other person or persons.

Section 2. Notes, Checks, and the Like. All notes, drafts, acceptances, checks, endorsements and all evidences of indebtedness of the Corporation shall be signed by the Treasurer or other such person or persons and in such manner as the Board of Directors may from time to time determine.

ARTICLE IX GIFTS AND CONTRIBUTIONS

Section 1. Deposit and Use of Contributions. Unless otherwise provided by the donor, all contributions received by the Corporation shall be invested by the Treasurer of the Corporation in accordance with the advice and consent of the Board of Directors.

Section 2. Restricted Gift. No gift may be accepted by the Corporation which is subject to restrictions which are inconsistent with the Corporation's status as a tax exempt entity under the provisions of the IRC or any corresponding, subsequently enacted Federal tax law. The limitations and restrictions upon any grant, gift, donation, bequest or device shall be observed strictly except and unless it shall be determined by the Board of Directors that changed conditions or other reasons shall have rendered the application of the gift, donation, bequest or device for the purpose provided illegal, unnecessary or impracticable or that the purposes of the gift, donation, bequest or device have been fulfilled or have become impossible to fulfill, in

which event said funds shall be administered for such other purpose of the Corporation as will best carry out the intentions of the donor or testator and as may be sanctioned by law.

ARTICLE X OTHER TAX-EXEMPT PROVISIONS

Section 1. Distributions. The Corporation shall distribute its income, and such amounts of its other property, to support the activities identified in Article II of these Bylaws. Distributions shall be made at such time and in such manner so that the Corporation will not become subject to the tax on undistributed income imposed by IRC Section 4942, or any corresponding provisions of any subsequently enacted Federal tax law.

Section 2. Self-Dealing Prohibited. The Corporation shall not engage in any act of self-dealing as defined in IRC Section 4941(d), or any corresponding provisions of any subsequently enacted Federal tax law.

Section 3. Investments. The Corporation shall not make any investments in a manner that would subject it to tax under IRC Section 4944, or any corresponding provisions of any subsequently enacted Federal tax law, nor will it retain any excess business holdings as defined in IRC Section 4943(c), or any corresponding provisions of any subsequently enacted Federal tax law.

Section 4. Expenditures. The corporation shall not make any taxable expenditures as defined in IRC Section 4945, or any corresponding provisions of any subsequently enacted Federal tax law.

Section 5. Operating Expenses. The operating expenses of the Corporation may be defrayed out of the investment income, but only to the extent which is consistent with the other provisions of this Article.

ARTICLE XI INDEMNIFICATION

Section 1. Indemnification. The Directors, officers, employees, and agents of the Corporation shall not be individually or personally liable for the debts or obligations of the Corporation and shall be indemnified by the Corporation against all financial loss, damage, cost, and expense (including attorney's fees) reasonably incurred by or imposed upon them in connection with or resulting from any civil or criminal action, suit, proceeding, claim, or investigation in which they may be involved by reason of any action taken or omitted to be taken by them in good faith as a Director, officer, or employee of the Corporation.

Section 2. Prudent Care. Indemnification is subject to the condition that a majority of a quorum of the Board of Directors comprised of those Directors who are not parties to such action, suit, proceeding, claim, or investigation, or if there be no such quorum, independent counsel selected by a quorum of the entire Board of Directors, shall be of the opinion that the

person requesting indemnification acted in good faith and in the reasonable belief, under the circumstances, that his or her actions were in the best interests of the Corporation, or that such person took or omitted to take such action in reliance upon advice of counsel for the Corporation or acted on information furnished by an officer or employee of the Corporation and accepted in good faith by the person seeking indemnification.

Section 3. Benefit. The indemnification provided herein shall inure to the benefit of the heirs, executors, or administrators of any Director, officer or employee and shall not be exclusive of any other rights to which such party may be entitled by law or under any resolutions adopted by the Board of Directors.

Section 4. Insurance. The Directors shall procure insurance covering the Directors, officers, and any agents of the Corporation against any liability incurred in such capacity or arising out of his or her status as such.

ARTICLE XII AMENDMENTS

These Bylaws may be altered, amended, or repealed in whole or in part at a regular or special meeting of the Board of Directors, by a vote of a majority of a quorum of Directors present in person or by proxy, but any amendment of Articles II, IV or XII will require approval of all Directors.

ARTICLE XIII MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the Corporation will begin on the first day of January and end on the 30th day of June every year, except that the first fiscal year will begin on the date of incorporation.

Section 2. Conflicts of Documents. In case of any conflict between the Articles of Incorporation and these Bylaws, the Articles of Incorporation will control.

Section 3. Books, Records, and Reports.

(a) **Annual Report.** The President of the Corporation shall cause to be prepared annual reports or other reports required by law and shall provide copies to the Board of Directors.

(b) **Permanent Records.** The Corporation shall keep current and correct records of the accounts, minutes of the meetings and proceedings of the Corporation. Such records shall be maintained at the registered office or the principal place of business of the Corporation. Any such records shall be in written form or in a form capable of being converted into written form.

RACIAL NON-DISCRIMINATION POLICY

Maine Learning Innovations (the “Corporation”) is committed to providing an equal educational opportunity to all students and employees, and the Corporation will not discriminate on the basis of race, color, and national or ethnic origin. This commitment applies to all aspects of the Corporation’s mission and operations, including admissions, programs, financial support and scholarships, and all educational policies.

Any complaints of such unlawful discrimination will be investigated promptly, and the Corporation will take the appropriate corrective action if a complaint is substantiated. No person shall be subject to any retaliation for making or supporting a complaint about discrimination.

It is the responsibility of the Corporation’s board of directors to ensure that all programs and other activities are compliant with this racial non-discrimination policy.

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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Tab 27

Date: **AUG 07 2014**

MAINE LEARNING INNOVATIONS
C/O KENLEIGH NICOLETTA
149 FALMOUTH TD
FALMOUTH, ME 04105

Employer Identification Number:
45-5311876
DLN:
17053336331013
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
April 23, 2012
Contribution Deductibility:
Yes
Addendum Applies:
No

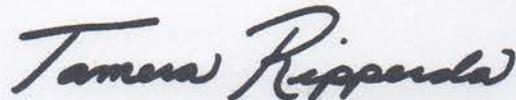
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

- Employer Identification Number (EIN)

- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.

- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No <input checked="" type="checkbox"/>	Schedule E	Yes ___ No <input checked="" type="checkbox"/>
Schedule B	Yes <input checked="" type="checkbox"/> No ___	Schedule F	Yes ___ No <input checked="" type="checkbox"/>
Schedule C	Yes ___ No <input checked="" type="checkbox"/>	Schedule G	Yes ___ No <input checked="" type="checkbox"/>
Schedule D	Yes ___ No <input checked="" type="checkbox"/>	Schedule H	Yes ___ No <input checked="" type="checkbox"/>

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) P4, Art.2.
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law P 4, Art.8, 3d pgh
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Power of Attorney and Declaration of Representative

OMB No. 1545-0150

For IRS Use Only

Received by: _____
 Name _____
 Telephone _____
 Function _____
 Date / /

▶ Type or print. ▶ See the separate instructions.

Part I Power of Attorney

Caution: A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address Maine Learning Innovations c/o Amy Carlisle 149 Falmouth Road Falmouth, ME 04105	Taxpayer identification number(s) <p style="text-align: center;">45-5311876</p> Daytime telephone number Plan number (if applicable) <p style="text-align: center;">207-797-9735</p>
--	--

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address Kenleigh Nicoletta, Esq. 184 Main Street, PO BOX 3070 Lewiston, ME 04243-3070	CAF No. 0310-16442R PTIN _____ Telephone No. 207-786-3566 Fax No. 207-783-9325
Check if to be sent notices and communications <input type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address 	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
Check if to be sent notices and communications <input type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address 	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
Check if to be sent notices and communications <input type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service for the following matters:

3 Matters

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions for line 3)
Application for Recognition of Exemption --Section 501(c)(3)	Form 1023	

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF**

5 Acts authorized. Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

Disclosure to third parties; Substitute or add representative(s); Signing a return; _____

Other acts authorized: _____

(see instructions for more information)

Exceptions. An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: _____

6 Retention/revocation of prior power(s) of attorney. The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 Signature of taxpayer. If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.

Amy Carlisle Nov. 25, 2013 President
 Signature Date Title (if applicable)

Amy Carlisle
 Print Name

PIN Number

Maine Learning Innovations
 Print name of taxpayer from line 1 if other than individual

Part II Declaration of Representative

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer's organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LITC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE. See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation—insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
a	Maine	4250	<i>Kendall M. Smith</i>	

**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Maine Learning Innovations		Kenleigh Nicoletta	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
c/o Amy Carlisle, 149 Falmouth Road		45-5311876	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Falmouth, ME 04105		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 207-786-3566	
a Name: Kenleigh Nicoletta -- Attorney		c Fax: (optional) 207-783-9325	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: www.k12.com/meva/home			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		04 / 23 / 2012	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 4 (Exh A), Art. Second**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 4 (Exh A), Art. Eighth, 3d pg.**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Amy Carlisle	President/Director	149 Falmouth Road Falmouth, Maine 04105	none
Ed LeBlanc	Treasurer/Director	6 Allegra Way Buxton, Maine 04093	none
Peter Mills	Secretary/ Director	P.O. Box 9 Skowhegan, ME 04967	none
Jennifer LeBlanc	Director	538 Deerwander Road Hollis, ME 04042	none
Tim Walton	Director	36 Limberlost Road Fayette, ME 04349	none

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Unknown	Chief Executive Officer	Unknown	\$80,000
Unknown	Chief Financial Officer	Unknown	\$65,000

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at **arm's length**.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** Describe any written or oral arrangements you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f** Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a** In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b** In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2** Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3** Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1** Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2** Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1** Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a** Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b** Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a** Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b** Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c** List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**
- mail solicitations
 - email solicitations
 - personal solicitations
 - vehicle, boat, plane, or similar donations
 - foundation grant solicitations
 - phone solicitations
 - accept donations on your website
 - receive donations from another organization's website
 - government grant solicitations
 - Other

Attach a description of each fundraising program.

- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes. **Yes** **No**

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- 15** Do you have a **close connection** with any organizations? If "Yes," explain. Yes No
- 16** Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. Yes No
- 17** Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. Yes No
- 18** Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. Yes No
- 19** Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. Yes No
- 20** Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. Yes No
- 21** Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F. Yes No
- 22** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. Yes No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 2013 To 2014	(b) From 2014 To 2015	(c) From 2015 To 2016	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	See Attached				
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

		Year End:
Assets		(Whole dollars)
1	Cash	1 See attached
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
 The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
 (Signature of Officer, Director, Trustee, or other authorized official) (Type or print name of signer) (Date)

 (Type or print title or authority of signer)

For IRS Use Only

.....
 IRS Director, Exempt Organizations (Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

- (i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____
- (b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

- 7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

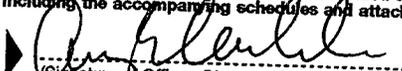
Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


 (Signature of Officer, Director, Trustee, or other authorized official)

Amy Carlisle
 (Type or print name of signer)

Nov 25 2013
 (Date)

President
 (Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) Yes No

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 1: PART II, QUESTION 1

ARTICLES OF INCORPORATION
OF MAINE LEARNING INNOVATIONS

(PLEASE SEE ATTACHED)

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

Filing Fee \$40.00

File No. 20120440ND Pages 4

Fee Paid \$ 40

DCN 2121141400033 ARTI

FILED

04/23/2012

Julie R. Flynn
Deputy Secretary of State

A True Copy When Attested By Signature

Julie R. Flynn
Deputy Secretary of State

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation-

FIRST: The name of the corporation is Maine Learning Innovations

SECOND: ("X" one box only Attach additional page(s) if necessary.)

The corporation is organized as a public benefit corporation for the following purpose or purposes
See Exhibit A

The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes

THIRD: The Registered Agent is a (select either a Commercial or Noncommercial Registered Agent)

Commercial Registered Agent CRA Public Number _____

(name of commercial registered agent)

Noncommercial Registered Agent

Peter Lowe

(name of noncommercial registered agent)

184 Main Street, Lewiston, ME 04240

(physical location, not P O. Box - street, city, state and zip code)

PO Box 3070, Lewiston, ME 04243-3070

(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108.3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

Form No MNPCA-6 (1 of 3)

Maine Learning Innovations, EIN 45-5311876

Maine Virtual Academy

419

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 8

The minimum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 15

SIXTH: Members ("X" one box only.)

- There shall be no members.
 There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached

SEVENTH: (Optional) (Check if this article is to apply)

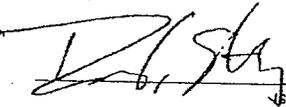
No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office

EIGHTH: (Optional) (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit A attached hereto and made a part hereof.

Incorporators*

Dated April 19, 2012



(signature)

Street 184 Main Street

(residence address)

David T. Slatery

(type or print name)

Lewiston, ME 04240

(city, state and zip code)

(signature)

Street _____
(residence address)

(type or print name)

(city, state and zip code)

(signature)

Street _____
(residence address)

(type or print name)

(city, state and zip code)

Form No. MNPCA-6 (2 of 3)

For Corporate Incorporators*

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State

Submit completed form to:

Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101

Telephone Inquiries (207) 624-7752

Email Inquiries: CEC Corporations@Maine.gov

ARTICLES OF INCORPORATION

MAINE LEARNING INNOVATIONS

EXHIBIT A

Article Second

To broaden the educational opportunities available to students and specifically, without limiting the foregoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 et seq of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections.

Article Eighth

Notwithstanding any other provisions of these Articles of Incorporation or the Bylaws of the Corporation, the Corporation shall not conduct or carry out any activity which is not permitted to be conducted or carried out by an organization which is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code (or corresponding provision of any future federal tax code) or by an organization to which donations are deductible from taxable income to the extent allowed by the Internal Revenue Code and other applicable legislation or regulation as they currently exist or may later be amended.

The Corporation shall be operated exclusively for educational and charitable purposes. No funds shall be disbursed for any other purpose. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its tax-exempt purposes.

Upon the dissolution of the Corporation or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended

Minimum Filing Fee \$10.00. An additional \$10 filing fee if changing the purpose

**DOMESTIC
NONPROFIT CORPORATION**

STATE OF MAINE

ARTICLES OF AMENDMENT

Maine Learning Innovations

(Name of Corporation)

<p>_____ Deputy Secretary of State</p> <hr/> <p>A True Copy When Attested By Signature</p> <hr/> <p>_____ Deputy Secretary of State</p>

Pursuant to 13-B MRSA §§802 and 803, the undersigned corporation executes and delivers the following Articles of Amendment:

FIRST: ("X" one box only.) public benefit corporation mutual benefit corporation

SECOND: Describe **NATURE OF CHANGE** (i.e. change in name of corporation, purpose, number of directors, adding or deleting section or revision of section, etc.) as well as **TEXT** of amendment. Attach additional pages as needed.

The third paragraph of Article Eighth of the Corporation's Articles of Incorporation is amended to read as set forth on Exhibit A.

THIRD: ("X" one box only.) The amendment was adopted on (date) _____ as follows:

- By the members at a meeting at which a quorum was present and the amendment received at least a majority of the votes which members were entitled to cast.
- (If the Articles require more than a majority vote.) By the members at a meeting at which the amendment received at least the percentage of votes required by the Articles of Incorporation.
- By the written consent of all members entitled to vote with respect thereto.
- (If no members, or none entitled to vote thereon.) By majority vote of the board of directors.

FOURTH: The address of the registered office of the corporation in the State of Maine is c/o Brann & Isaacson,
184 Main Street, PO Box 3070, Lewiston, ME 04243-3070
(street, city, state and zip code)

DATED May __, 2012

*By  _____
(signature)

David Slatery, Assistant Clerk
(type or print name and capacity)

*By _____
(signature)

(type or print name and capacity)

**MUST BE COMPLETED FOR VOTE
OF MEMBERS**

I certify that I have custody of the minutes showing
the above action by the members.

(signature of clerk, secretary or asst. secretary)

*This document **MUST** be signed by any duly authorized officer. (13-B MRSA §104.1.B)

Please remit your payment made payable to the Maine Secretary of State.

SUBMIT COMPLETED FORMS TO: CORPORATE EXAMINING SECTION, SECRETARY OF STATE,
101 STATE HOUSE STATION, AUGUSTA, ME 04333-0101
TEL. (207) 624-7752

FORM NO. MNPCA-9 (2 of 2) Rev. 9/16/2005

**MAINE LEARNING INNOVATIONS
EXHIBIT A TO AMENDMENT TO ARTICLES OF INCORPORATION**

The third paragraph of ARTICLE EIGHTH is amended to read as follows:

Upon the dissolution of the Corporation or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed (i) the State of Maine for a public purpose in accordance with the provisions of 20-A M.R.S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 2: PART II, QUESTION 5

BYLAWS
OF MAINE LEARNING INNOVATIONS

(PLEASE SEE ATTACHED)

BYLAWS
OF
MAINE LEARNING INNOVATIONS

ARTICLE I
NAME AND LOCATION

The name of the corporation is **Maine Learning Innovations** (the "Corporation"), a Maine nonprofit corporation organized and existing pursuant to the Maine Nonprofit Corporation Act, 13-B M.R.S.A. § 101, *et seq.* (the "Act"). The principal office of the Corporation shall be located in the City of Lewiston and the State of Maine. The Corporation may also maintain offices at such other places as the Board of Directors may, from time to time, determine.

ARTICLE II
PURPOSES

Section 1. Purpose. The purpose of the Corporation is to broaden the educational opportunities available to students and specifically, without limiting the foregoing, to form and operate a Maine public charter school in accordance with Title 20-A, Section 2401 *et seq.* of the Maine Revised Statutes as amended, including without limitations, to exercise any or all powers of a public charter school under said sections and to serve the public, as a public benefit corporation, exclusively for charitable, religious, educational, and scientific purposes within the meaning of Sections 501(c)(3) and 170(b)(1)(A)(ii) of the Internal Revenue Code of 1986, as amended ("IRC"), or corresponding provisions of any subsequent federal tax laws. The Corporation shall have all the powers necessary to carry out the foregoing purposes and all the powers of non-profit corporations organized under the laws of the State of Maine.

Notwithstanding any other provisions of these Bylaws, the Corporation is organized exclusively for one or more of the purposes as specified in IRC Section 501(c)(3), and shall not carry on any activities not permitted to be carried on by an organization exempt from federal income tax under IRC Section 501(c)(3) or corresponding provisions of any subsequent tax law.

Section 2. Limitations.

(a) Upon dissolution of the Corporation or the termination of its activities, the assets of the Corporation remaining after the payment of all its liabilities shall be distributed to (i) the State of Maine for a public purpose in accordance with the provisions of 20-A M.R.S.A. § 2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under IRC Section 501(c)(3). Such a distribution under clause (ii) above shall only be made: (x) to an organization that qualifies as a public benefit corporation under the Act,

which organization is engaged in activities substantially similar to those of the Corporation; or, (y) to another entity pursuant to a conversion plan approved pursuant to 5 M.R.S.A. §§ 194-B to 194-K.

(b) No part of the net earnings of the Corporation shall inure to the benefit of any member, director, or officer of the Corporation, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation in carrying out one or more of its purposes), and no member, director, or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

(c) The private property of the incorporators, directors and officers shall not be subject to the payment of corporate debts to any extent whatsoever.

(d) No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided by IRC Section 501(h)), or participating in or intervening in (including the publication or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

ARTICLE III MEMBERSHIP

There shall be no Members.

ARTICLE IV BOARD OF DIRECTORS: SELECTION, TERM OF OFFICE

Section 1. Number. The Board of Directors shall consist of between three (3) and fifteen (15) directors, and the number of directors may be increased or decreased from time to time, by resolution of the Board of Directors, but there at no time shall be less than three (3) directors, and a director's term may not be shortened by a reduction in the Board's size. Irrespective of the number of directors at any given time, no more than 49% of the members of the Board of Directors shall be "financially interested persons" as defined by Section 713-A of the Act.

Section 2. Manner of Selection. All vacancies or increases in the Board of Directors shall be filled by the remaining members of the Board at any regular meeting of the Board or at a special meeting of the Board called for that purpose. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

Section 3. Term and Vote. The Directors shall be elected at the annual meeting of the Corporation by a majority vote of the Directors then serving in office. Each Director so elected shall serve until the next succeeding annual meeting and until his or her successor shall have

been elected and qualified, except in cases of death, resignation or removal of the Director. Each Director will have one vote on Corporation matters.

Section 4. Compensation. No Director will receive compensation for any service rendered to the Corporation. However, any Director may be reimbursed for actual expenses incurred in the performance of his or her duties as a Director.

Section 5. Resignation and Removal. Any Director may resign by giving written notice of his or her resignation from the Board to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified in such notice and the acceptance of such resignation shall not be necessary to make it effective. Any Director may be removed from office, with or without cause, by a two-thirds vote of all Directors then serving in office.

ARTICLE V POWERS AND DUTIES OF THE BOARD OF DIRECTORS

The Board of Directors will have the powers and duties necessary for the administration of the affairs of the Corporation, consistent with purpose of the Corporation, its Articles of Incorporation, these Bylaws, and the Act. The Board shall select, employ, and manage all staff of the Corporation. The Board may further delegate authority to committees or to individual Directors as it deems necessary for carrying out the purposes and business of the Corporation, consistent with the provisions of the Act governing public benefit corporations.

ARTICLE VI MEETINGS OF DIRECTORS

Section 1. Annual Meeting. The annual meeting of Directors shall normally be held during the month of September each year, or on such other date as may be fixed by the Board of Directors.

Section 2. Regular Meetings. Regular meetings of the Board of Directors will be held at such regular times as set by the Board of Directors, at such place and hour as may be fixed from time to time by resolution of the Board. Should a regularly scheduled meeting fall upon a legal holiday, then that meeting will be held at the same time on the next day that is not a legal holiday.

Section 3. Special Meetings. Special meetings of the Board of Directors will be held when called by the President of the Corporation, or by any two Directors, after not less than three days' notice to each Director.

Section 4. Notice of Meetings of the Board of Directors. Written notice stating the place, day, and hour of the meeting and the agenda for the meeting will be delivered either in person, by mail, by electronic mail, by facsimile, or as otherwise permitted by the Act, by or at the direction of the President, or the persons calling the meeting, as provided in these Bylaws, to the registered mailing address for notice of each Director. The notice will include copies of the

proposed minutes of the previous meeting if the minutes have been prepared by the Secretary or the Clerk.

Section 5. Quorum. A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. Except as may otherwise be required by law or the Articles of Incorporation, the act of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors.

Section 6. Waiver of Notice. Attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except when a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Before, at, or after any meeting of the Board of Directors, any Director may waive in writing notice of such meeting, and such waiver will be deemed equivalent to the giving of such notice. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the waiver of notice of such meeting.

Section 7. Action Taken Without a Meeting. The Directors will have the right to take any action which they could take at a meeting in the absence of a meeting by obtaining the written approval of all the Directors. Any action so approved will have the same effect as though taken at a meeting of the Directors.

Section 8. Telephone Meetings. Members of the Board of Directors or of any committee designated thereby may participate in a meeting of the Board or of such committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participating in a meeting in such a manner by any member who does not object at the beginning of such meeting to the holding thereof in such manner shall constitute presence in person at such meeting.

Section 9. Committee Meetings. Committee meetings may be held without notice at such time and at such place as shall from time to time be determined by the committee. Committees of the Corporation shall keep regular minutes of their proceedings, and report these minutes to the Board of Directors when required.

ARTICLE VII OFFICERS

Section 1. Enumeration of Officers. The officers of the Corporation will be a President, Treasurer, and a Secretary or Clerk. The Board of Directors may also elect one or more Vice Presidents, (one of whom may be designated by the Board of Directors as the Executive Vice President), and such other officers or assistant officers as the Board determines necessary.

Section 2. Election of Officers. The officers of the Corporation shall be elected annually at the annual meeting of the Board of Directors.

Section 3. Term. The officers of the Corporation will each hold office for one year or until his or her successor is duly elected and qualified, unless he or she sooner resigns, or is removed, or is otherwise disqualified to serve.

Section 4. Special Appointments. The Board of Directors may elect such other officers as the affairs of the Corporation may require, each of whom will hold office for such period, have such authority, and perform such duties as the Board may from time to time determine.

Section 5. Resignation and Removal. Any officer may be removed from office with or without cause by the Board of Directors. Any officer may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary. Such resignation will take effect on the date of receipt of such notice or at any later time specified in the notice, and unless otherwise specified in the notice, the acceptance of such resignation will not be necessary to make it effective.

Section 6. Vacancies. A vacancy in any office may be filled by appointment by the Board of Directors. The officer appointed to such vacancy will serve for the remainder of the term of the officer replaced.

Section 7. Multiple Offices. Any two or more offices may be held by the same person.

Section 8. Duties. The duties of the officers are as follows:

(a) **President.** The President shall preside at all meetings of the Board of Directors, and shall supervise the affairs of the Corporation and perform any other such duties as may be assigned to the office by the Board of Directors.

(b) **Vice President.** The Vice President, if any, or if more than one, the Executive Vice President, will act in the place and stead of the President in the event of his or her absence, inability, or refusal to act, and will exercise and discharge such other duties as may be required by the Board of Directors.

(c) **Secretary.** The Secretary, if any, will record the votes and keep the minutes of all meetings and proceedings of the Board of Directors; serve notice of meetings of the Board of Directors; keep appropriate current records listing the members together with their addresses; be responsible for maintaining such books, documents, and papers as required by law or by the Board of Directors; be responsible for filing such annual reports with the Secretary of State as may be required by law; and, perform such other duties as required by the Board of Directors.

(d) **Treasurer.** The Treasurer will receive and deposit in appropriate bank accounts all monies of the Corporation and will disburse such funds as directed by resolution of the Board of Directors; sign all checks of the Corporation unless the Board specifically directs otherwise, and co-sign all promissory notes of the Corporation; keep proper books of account; and prepare an annual budget and a statement of income and expenditures to be presented to the

Board at their regular meeting, and deliver or make copies available of each to the Directors. If the Corporation should have no Vice President, the Treasurer will act in the place and stead of the President in the event of his or her absence, inability, or refusal to act, and will exercise and discharge such other duties as may be required by the Board of Directors.

(e) **Clerk.** The Clerk, if any, shall be responsible for maintaining such books, documents, and papers as required by law or by the Board of Directors. The Clerk shall keep minutes of all meetings of the Board of Directors and shall keep or cause to be kept minutes of all meetings of any committees formed by the Board of Directors. The Clerk shall be responsible for filing such annual reports with the Secretary of State as may be required by law, and shall perform any other such duties as may be assigned by the Board of Directors.

ARTICLE VIII EXECUTION OF INSTRUMENTS

Section 1. Contracts and Instruments. Contracts and other instruments (not including routine instruments) to be executed by the Corporation shall be signed, unless otherwise required by law, by the President. The President, signing alone, is also authorized and empowered to execute in the name of this Corporation on all routine instruments arising in the day to day operation of the business of this Corporation. The Board of Directors may authorize any person or persons, whether or not an officer of the Corporation, to sign any contract or other instruments, and may authorize any such officer or other person to delegate, in writing, all or any part of such authority to any other person or persons.

Section 2. Notes, Checks, and the Like. All notes, drafts, acceptances, checks, endorsements and all evidences of indebtedness of the Corporation shall be signed by the Treasurer or other such person or persons and in such manner as the Board of Directors may from time to time determine.

ARTICLE IX GIFTS AND CONTRIBUTIONS

Section 1. Deposit and Use of Contributions. Unless otherwise provided by the donor, all contributions received by the Corporation shall be invested by the Treasurer of the Corporation in accordance with the advice and consent of the Board of Directors.

Section 2. Restricted Gift. No gift may be accepted by the Corporation which is subject to restrictions which are inconsistent with the Corporation's status as a tax exempt entity under the provisions of the IRC or any corresponding, subsequently enacted Federal tax law. The limitations and restrictions upon any grant, gift, donation, bequest or devise shall be observed strictly except and unless it shall be determined by the Board of Directors that changed conditions or other reasons shall have rendered the application of the gift, donation, bequest or devise for the purpose provided illegal, unnecessary or impracticable or that the purposes of the gift, donation, bequest or device have been fulfilled or have become impossible to fulfill, in

which event said funds shall be administered for such other purpose of the Corporation as will best carry out the intentions of the donor or testator and as may be sanctioned by law.

ARTICLE X OTHER TAX-EXEMPT PROVISIONS

Section 1. Distributions. The Corporation shall distribute its income, and such amounts of its other property, to support the activities identified in Article II of these Bylaws. Distributions shall be made at such time and in such manner so that the Corporation will not become subject to the tax on undistributed income imposed by IRC Section 4942, or any corresponding provisions of any subsequently enacted Federal tax law.

Section 2. Self-Dealing Prohibited. The Corporation shall not engage in any act of self-dealing as defined in IRC Section 4941(d), or any corresponding provisions of any subsequently enacted Federal tax law.

Section 3. Investments. The Corporation shall not make any investments in a manner that would subject it to tax under IRC Section 4944, or any corresponding provisions of any subsequently enacted Federal tax law, nor will it retain any excess business holdings as defined in IRC Section 4943(c), or any corresponding provisions of any subsequently enacted Federal tax law.

Section 4. Expenditures. The corporation shall not make any taxable expenditures as defined in IRC Section 4945, or any corresponding provisions of any subsequently enacted Federal tax law.

Section 5. Operating Expenses. The operating expenses of the Corporation may be defrayed out of the investment income, but only to the extent which is consistent with the other provisions of this Article.

ARTICLE XI INDEMNIFICATION

Section 1. Indemnification. The Directors, officers, employees, and agents of the Corporation shall not be individually or personally liable for the debts or obligations of the Corporation and shall be indemnified by the Corporation against all financial loss, damage, cost, and expense (including attorney's fees) reasonably incurred by or imposed upon them in connection with or resulting from any civil or criminal action, suit, proceeding, claim, or investigation in which they may be involved by reason of any action taken or omitted to be taken by them in good faith as a Director, officer, or employee of the Corporation.

Section 2. Prudent Care. Indemnification is subject to the condition that a majority of a quorum of the Board of Directors comprised of those Directors who are not parties to such action, suit, proceeding, claim, or investigation, or if there be no such quorum, independent counsel selected by a quorum of the entire Board of Directors, shall be of the opinion that the

person requesting indemnification acted in good faith and in the reasonable belief, under the circumstances, that his or her actions were in the best interests of the Corporation, or that such person took or omitted to take such action in reliance upon advice of counsel for the Corporation or acted on information furnished by an officer or employee of the Corporation and accepted in good faith by the person seeking indemnification.

Section 3. Benefit. The indemnification provided herein shall inure to the benefit of the heirs, executors, or administrators of any Director, officer or employee and shall not be exclusive of any other rights to which such party may be entitled by law or under any resolutions adopted by the Board of Directors.

Section 4. Insurance. The Directors shall procure insurance covering the Directors, officers, and any agents of the Corporation against any liability incurred in such capacity or arising out of his or her status as such.

ARTICLE XII AMENDMENTS

These Bylaws may be altered, amended, or repealed in whole or in part at a regular or special meeting of the Board of Directors, by a vote of a majority of a quorum of Directors present in person or by proxy, but any amendment of Articles II, IV or XII will require approval of all Directors.

ARTICLE XIII MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the Corporation will begin on the first day of January and end on the 30th day of June every year, except that the first fiscal year will begin on the date of incorporation.

Section 2. Conflicts of Documents. In case of any conflict between the Articles of Incorporation and these Bylaws, the Articles of Incorporation will control.

Section 3. Books, Records, and Reports.

(a) **Annual Report.** The President of the Corporation shall cause to be prepared annual reports or other reports required by law and shall provide copies to the Board of Directors.

(b) **Permanent Records.** The Corporation shall keep current and correct records of the accounts, minutes of the meetings and proceedings of the Corporation. Such records shall be maintained at the registered office or the principal place of business of the Corporation. Any such records shall be in written form or in a form capable of being converted into written form.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 3: PART IV

NARRATIVE DESCRIPTION OF ACTIVITIES

Maine Learning Innovations is a Maine non-profit corporation, which has applied to the State of Maine Charter School Commission for a charter to operate, as its sole enterprise, a public charter school known as the "Maine Virtual Academy" ("MEVA"). Maine Learning Innovations' charter school application and its proposed operations as summarized below will be reviewed by the Commission. The proposed school will only operate if the Commission grants a charter to Maine Learning Innovations to operate a public charter school.

Maine Virtual Academy will be a full time public virtual charter school serving grades 7-12. Its mission will be to develop each student's full potential with research-based curriculum and technology applications, meaningful teacher/student/parent involvement, engaging individualized learning plans, and continuous assessment of learning growth.

Each student will have an Individual learning Plan (ILP) with specific learning goals. Students will receive course content, instruction, assignments, assessments and supplemental materials online as well as hands-on materials provided by the school. Middle school students will study Language Arts/English, Mathematics, Science, History, Art, Music, Health/PE, Career and Education Development and World Languages. High school students will have access to over 150 courses in Math, English, Science, History, Art, Music, Health/PE, Career and Education Development and World Languages in multiple levels, remediation and credit recovery courses, and electives.

The Board of Directors of Maine Learning Innovations ("Board") will assume responsibility for all of the operations and the budget of the school. The Board will employ a Chief Executive Officer to manage school operations, as well as a Chief Financial Officer to oversee financial and budgetary operations. The Board will contract with K¹² Virtual Schools LLC ("K¹²"), the largest U.S. provider of individualized online education programs for students in kindergarten through high school, to provide curriculum and selected services.

Any student residing in Maine in the appropriate grade will be eligible to attend MEVA subject to space limitations. After students residing in Maine have been enrolled, if space is available, MEVA will consider enrolling students from outside the State, as provided in 20-A MRSA §2404(2)(J). MEVA will be launched at the start of school year 2014-2015.

Additional information regarding the present and planned activities of Maine Learning Innovations are contained in the Public Virtual Charter School Application which has been submitted by Maine Learning Innovations to the Maine Charter School Commission, and the draft services agreement with K¹², both of which are attached hereto as ATTACHMENT 6.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 4; PART V, QUESTION 1a, 2a and 3a

1a. CONTINUATION OF DIRECTOR AND OFFICER LIST

<u>Name</u>	<u>Title</u>	<u>Address</u>	<u>Compensation</u>
Alan Casavant	Director	22 Meeting House Road Biddeford, Maine 04005	None
James Chiavicci PhD	Director	252 Main Street Orono, ME 04473	None
Peter Lowe	Registered Agent	184 Main St, PO Box 3070 Lewiston, ME 04243-3070	None

2a. EXPLANATION OF BOARD MEMBER RELATIONSHIP

Director Ed LeBlanc is the father in law of Director Jennifer LeBlanc

3a. NAMES, QUALIFICATIONS AND RESPONSIBILITIES OF
OFFICERS, DIRECTORS, AND HIGHEST COMPENSATED EMPLOYEES

The names, qualifications and responsibilities of Maine Learning Innovations' officers and directors are set forth at pages 415-417 and 443-478 of Maine Learning Innovations' charter school application, which is enclosed at ATTACHMENT 6. The job duties of the Chief Executive Officer and Chief Financial Officer are set forth at pages 373-377 and 387-388 of ATTACHMENT 6.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 4; PART V, QUESTION 1a and 2a

1a. CONTINUATION OF DIRECTOR AND OFFICER LIST

<u>Name</u>	<u>Title</u>	<u>Address</u>	<u>Compensation</u>
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James Chiavicci PhD	Director	252 Main Street Orono, ME 04473	None
Peter Lowe	Registered Agent	184 Main St, PO Box 3070 Lewiston, ME 04243-3070	None

2a. Director Ed LeBlanc is the father in law of Director Jennifer LeBlanc

**MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION**

ATTACHMENT 5: PART V: QUESTION 5a

CONFLICT OF INTEREST POLICY
(Adopted By Resolution of the Board of Directors)

(PLEASE SEE ATTACHED)

Maine Learning Innovations Conflict of Interest Policy

Article I Purpose

The purpose of this conflict of interest policy ("Policy") is to protect Maine Learning Innovations (the "Corporation") interests when it does business that might benefit an individual or entity. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest.

Article II Restrictions

1. **Conflict of Interest** - Interested persons have a duty to disclose any actual or potential conflict of interest annually or when such conflicts arise. In addition:
 - a. **Gifts and Gratuities** – Interested persons cannot solicit or accept anything of value from persons or organizations doing or seeking to do business with the Corporation (other than unsolicited gifts or tokens of nominal value) unless the gift is based on a relationship that is not associated with the Corporation.
 - b. **Compensation for Services** -- Interested persons cannot accept compensation for serving outside organizations when they are representing the Corporation. However, interested persons are permitted to hold other employment so long as it does not interfere with the duties and obligations to the Corporation.
 - c. **Non-Pecuniary Benefits** -- Interested persons must not use their affiliation with the Corporation to enhance their own personal stature, including using their position to secure board appointments to other organizations or to receive awards, preferential treatment or other special recognition.
2. **Other Restricted Conduct – Self Dealing and Private Inurement**
 - a. **Self Dealing** – The Corporation is a charitable organization and may not engage in any act of self dealing. Self dealing may exist even if the transaction is economically beneficial to the Corporation.
 - b. **Private Inurement** -- No part of the net earnings of the Corporation may inure to or be distributable to or for the benefit of any interested or disqualified person or private individual. However, the Board of Directors ("Board") is authorized to pay reasonable compensation and commissions

for services rendered to or for the Corporation, and to make distributions in furtherance of the Corporation's purposes.

Article III Procedures

1. **In General** – All members, directors, officers, agents and employees must disclose any actual or potential conflict of interest, as well as any acts of self dealing or private inurement. If a person learns of a potential violation of this Policy, that person must bring it to the Board's attention. Interested persons have an ongoing responsibility to scrutinize interests and relationships for restricted conduct and to make disclosures. The Board will determine when a conflict of interest exists.
2. **Doing Business After a Conflict of Interest is Disclosed**
 - a. In the case of a grant, a grant may be made where there is a potential or actual conflict of interest if the grant meets the Corporation's stated eligibility and selection criteria and was objectively found to carry out the Corporation's programmatic goals.
 - b. An interested person must not participate in the vote on business involving a potential or actual conflict of interest. After exercising due diligence, the remaining Board members will determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement that would not create a conflict of interest. If a conflict-free transaction or arrangement is not reasonably possible, the Board will determine by a vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and is fair and reasonable. If so, the Board may enter into the transaction or arrangement.
3. **Self Dealing** -- The Board may not approve a grant or business transaction that would amount to self dealing.

Article IV Records of Proceedings

The minutes of the Board must contain all relevant information relating to the Board's investigation to determine whether a conflict of interest, self dealing or other prohibited transaction exists, the names of the persons present for discussions and votes, and a record of any votes taken.

Article V
Permissible Compensation and Related Rules

All compensation agreements between an individual or entity and the Corporation are subject to this policy. Compensation arrangements will be based on information about compensation paid by similarly situated tax-exempt organizations for similar services.

Article VI
Additional Guidelines

1. Interested persons may not use their position to benefit the interests of a particular organization, constituency, or special interest group by any means.
2. Interested persons may not enter into any close relationship with any organization which has obtained, is seeking, or is likely to seek, a grant from the Corporation unless and until prior written approval is granted by the Board. Approval must not be contrary to the interests of the Corporation.
3. Interested persons will maintain confidentiality and will not create preferential access by disclosing information not yet available to the general public.

Article VII
Annual Statements

Each director and principal officer shall annually affirm that such person has received a copy of this Policy, will comply with it and understands the Corporation must engage primarily in activities which accomplish its tax-exempt purposes in order to maintain its exempt status.

Article VIII
Periodic Reviews

Periodic reviews must be conducted to ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status. The periodic reviews shall include the following subjects:

1. Whether compensation arrangements are reasonable, based on competent survey information; and
2. Whether the Corporation's business conforms to this Policy, is properly recorded, reflects reasonable investment or payments for goods and services, furthers charitable purposes and does not result in private inurement, impermissible private benefit or in an excess benefit transaction.

Article IX Definitions

1. **Conflict of Interest** – A conflict of interest may occur when the Corporation's and an interested person's interests differ. A conflict of interest may also exist when an interested person's actions or activities on behalf of the Corporation result in personal gain or advantage, whether directly or through a third party. A conflict of interest can come in the form of a financial interest, a gift or gratuity, a disclosure or use of inside information for personal gain, or any other situation in which an interested person has a dual interest in the Corporation's business.
2. **Interested Person** – Any member, director, officer, agent or employee who can influence the actions of the Corporation, or who has a direct or indirect financial interest, is an interested person. A substantial contributor is also an interested person.
3. **Disqualified persons** include an interested person's family and any other person with a close personal relationship to the interested person.
4. **Financial Interest** – An interested person has a financial interest if the person has or potentially will have:
 - a. An ownership or investment interest in any entity with which the Corporation does business;
 - b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation does business; or
 - c. A close relationship with an organization or person seeking or having received a grant from the Corporation or with which the Corporation proposes to do business.

Doing business includes engaging in or negotiating a transaction or arrangement, including providing or receiving grant monies or investment services. A financial interest may exist directly or indirectly, through business, investment, or disqualified persons. A financial interest may not be a conflict of interest. An interested person with a financial interest has a conflict of interest only if the Board decides that a conflict exists.

5. Self Dealing

- a. Subject to exceptions, some of which are noted in paragraph (b) below, self dealing transactions which are forbidden include any direct or indirect:
 - i. sale or exchange, or leasing of property between the Corporation and an interested or disqualified person;

- ii. lending of money or other extensions of credit between the Corporation and an interested or disqualified person;
 - iii. furnishing of goods, services or facilities between the Corporation and an interested or disqualified person;
 - iv. payments of compensation or reimbursement of expenses by the Corporation to an interested or disqualified person; or
 - v. transfers of the Corporation's income or assets to, or use by or for the benefit of, an interested or disqualified person.
- b. Exceptions to self dealing include the following:
- i. interest-free loans from an interested or disqualified person to the Corporation, used exclusively for charitable purposes;
 - ii. furnishing goods, services or facilities by an interested or a disqualified person to the Corporation without charge if the goods, services or facilities are used exclusively for charitable purposes;
 - iii. furnishing goods, services or facilities by the Corporation to an interested or disqualified person if such furnishing is made on a basis no more favorable than that on which such goods, services, or facilities are made available to the general public; or
 - iv. payment of compensation for personal services which are reasonable and necessary to carry out the exempt purpose of the Corporation if the compensation is not excessive.
- c. Self dealing may exist even if the transaction is economically beneficial to the Corporation. Severe excise taxes are imposed on all participants in a transaction in which self dealing occurs.

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 6: PART VI, QUESTION 1a

PROGRAMS PROVIDING GOODS, SERVICES, OR FUNDS TO INDIVIDUALS

As a public charter school under Chapter 112 of Title 20-A of the Maine Revised Statutes, Maine Learning Innovations will provide educational services to Maine students. For additional explanation, please refer to the attached application of Maine Learning Innovations to the State of Maine Charter School Commission for a charter to operate a charter school to be known as "Maine Virtual Academy" (MEVA). Because the Charter School Application is approximately 900 pages long, Maine Learning Innovations has included the body of the charter school application and omitted many of the numbered tabs. The omitted tabs of the charter school application will be made available upon request.

Included in the attached materials are Tabs 40 to 42 of the charter school application which includes background information on the planned educational service provider, K¹² Virtual Schools LLC (pages 545-553); a list of other schools served by the educational services provider (page 555), and the proposed services agreement between Maine Learning Innovations and the educational services provider (pages 557-582).

(PLEASE SEE ATTACHED)

MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION

ATTACHMENT 7: PART VIII, QUESTION 4a and 4d

4a - DESCRIPTION OF FUNDRAISING PROGRAM

Maine Learning Innovations intends to raise funds primarily through contacts with the families of students, alumni and other persons interested in the success of charter schools and virtual education. Initial contacts may be made by letter or phone with follow-up contact handled personally. Eventually, email solicitations and oral presentations may be made to potential donors. In addition Maine Learning Innovations will actively seek out both government and foundation grant opportunities as a means of funding its programs.

4d – STATES AND LOCAL JURISDICTIONS IN WHICH FUNDRAISING WILL BE CONDUCTED

Maine Learning Innovations anticipates that any fundraising activities it conducts will take place primarily within the State of Maine.

**MAINE LEARNING INNOVATIONS
EIN: 45-5311876
FORM 1023, APPLICATION FOR RECOGNITION OF EXEMPTION**

ATTACHMENT 8: PART IX, A

STATEMENT OF REVENUES AND EXPENSES

ATTACHMENT 8: PART IX, B

BALANCE SHEET

(PLEASE SEE ATTACHED)

ATTACHMENT #8 TO MAINE LEARNING INNOVATIONS FORM 1023

Statement of Revenue and Expenses

	Year Ending 6/30/2014	Year Ending 6/30/2015	Year Ending 6/30/2016	Year Ending 6/30/2017
Revenues				
Revenues – Pupil Funds received from Maine DOE	-	\$2,391,464	\$3,617,264	\$4,747,659
Interest Income	-	-	-	-
Other-Start up loan	\$160,000	-	-	-
Total income	\$160,000	\$2,391,464	\$3,617,264	\$4,747,659
Expenses				
Instructional Services	-	\$1,225,173	\$1,818,357	\$2,404,152
Special Education Services	-	\$ 113,237	\$ 190,418	\$ 246,278
Student Support Program & Services	-	\$ 60,143	\$ 69,186	\$ 114,210
Facilities	\$ 5,650	\$ 45,493	\$ 47,026	\$ 48,613
Transportation & Food Service	-	\$ 4,000	\$ 6,050	\$ 7,941
Administration & Support	\$ 25,000	\$ 745,249	\$ 953,987	\$1,156,427
Total Expenses	\$ 30,650	\$2,193,295	\$3,085,024	\$3,977,622
Balance Sheet	Year Ending 6/30/2013			
Total Assets Cash	-			
Liabilities	-			
Fund Balance	-			
Total	\$ -			

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TAB 28 – Conflict of Interest Policy

Article I Purpose

The purpose of this conflict of interest policy (“Policy”) is to protect Maine Learning Innovations (the “Corporation”) interests when it does business that might benefit an individual or entity. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest.

Article II Restrictions

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Article III Procedures

1. **In General** – All members, directors, officers, agents and employees must disclose any actual or potential conflict of interest, as well as any acts of self dealing or private inurement. If a person learns of a potential violation of this Policy, that person must bring it to the Board’s attention. Interested persons have an ongoing responsibility to scrutinize interests and relationships for restricted conduct and to make disclosures. The Board will determine when a conflict of interest exists.

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The minutes of the Board must contain all relevant information relating to the Board’s investigation to determine whether a conflict of interest, self dealing or other prohibited transaction exists, the names of the persons present for discussions and votes, and a record of any votes taken.

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Article VII Annual Statements

Each director and principal officer shall annually affirm that such person has received a copy of this Policy, will comply with it and understands the Corporation must engage primarily in activities which accomplish its tax-exempt purposes in order to maintain its exempt status.

Article VIII Periodic Reviews

Periodic reviews must be conducted to ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status. The periodic reviews shall include the following subjects:

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2. **Interested Person** – Any member, director, officer, agent or employee who can influence the actions of the Corporation, or who has a direct or indirect financial interest, is an interested person. A substantial contributor is also an interested

person.

3. **Disqualified persons** include an interested person's family and any other person with a close personal relationship to the interested person.
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 - ii. lending of money or other extensions of credit between the Corporation and an interested or disqualified person;
 - iii. furnishing of goods, services or facilities between the Corporation and an interested or disqualified person;
 - iv. payments of compensation or reimbursement of expenses by the Corporation to an interested or disqualified person; or
 - v. transfers of the Corporation's income or assets to, or use by or for the benefit of, an interested or disqualified person.
- b. Exceptions to self dealing include the following:
 - i. interest-free loans from an interested or disqualified person to the Corporation, used exclusively for charitable purposes;
 - ii. furnishing goods, services or facilities by an interested or a disqualified person to the Corporation without charge if the goods, services or facilities are used exclusively for charitable purposes;

- iii. furnishing goods, services or facilities by the Corporation to an interested or disqualified person if such furnishing is made on a basis no more favorable than that on which such goods, services, or facilities are made available to the general public; or
 - iv. payment of compensation for personal services which are reasonable and necessary to carry out the exempt purpose of the Corporation if the compensation is not excessive.
- c. Self dealing may exist even if the transaction is economically beneficial to the Corporation. Severe excise taxes are imposed on all participants in a transaction in which self dealing occurs.

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C.2 Governing Board Composition

List the members of the proposed Governing Board and their intended roles, including their names, current employment and relevant experience or qualifications for serving on the board, including, but not limited to, their relationship to the community in which the school will be located.

For each proposed Governing Board Member, the application must include a resume.

Describe the criteria for selecting Board Members and include any specific plans for recruitment of additional Governing Board Members, including, but not limited to, plans that would involve parental, professional educator or community involvement in the governance of the school.

Discuss how the Board Members' skills and experience support their responsibilities for development and oversight of the school and planning for its future.

Employees of the Charter School cannot be voting members of the Governing Board and the schools chief leader must be a non-voting member ex officio.

Maine Virtual Academy Proposed Governing Board

Please note: We understand that employees of MEVA cannot be voting members of the Governing Board and that the CEO must be a non-voting member ex-officio.

Amy E. Carlisle, President, Maine Learning Innovations

Amy Carlisle is the Vice President of the Stanford University Online High School Parent Association, where she serves as the liaison between the association and the Head of School, managing and setting the agenda for discussing school issues on a monthly basis. She is a former employment lawyer and human resources professional. She practiced labor and employment law at Moon, Moss, McGill and Bachelder, prior to becoming the Director of Human Resources at Time Warner Cable. She attended Phillips Academy, the University of Vermont, and graduated Magna Cum Laude from the University Of Maine School Of Law. Amy is an active community volunteer. She has been a volunteer for the March of Dimes for the last six years, with a primary focus on public policy advocacy, and recently completed a term as Board Chair. She is married to Jeffrey Carlisle and has two school-aged daughters. Her daughters attend online schools. Amy is passionate about educational choice for Maine students.

Peter Mills, Secretary

Since 1973, Peter Mills has been a practicing attorney first in Portland and then in Somerset County. Since March of 2011, he was served as executive director of the Maine Turnpike Authority. A native of Farmington, Peter graduated from Gorham High School and cum laude from Harvard College. After serving five years as a Naval officer aboard destroyers during Vietnam, he graduated from the University of Maine School of Law. He is a past president of the Maine Trial Lawyers Association and is a fellow of the American College of Trial Attorneys. As a member of the State Legislature from 1994 to 2010, he acted as Republican lead on a number committees and task forces advocating for pragmatic reforms in tax, health care, education and public pensions. He is a founding member of both the Somerset

Economic Development Corporation and of FirstPark in Oakland. In 2006 and 2010, he ran unsuccessfully for governor in GOP primaries. He is married to Superior Court Justice Nancy Mills. He has three grown daughters and five grandchildren.

Edward S. LeBlanc, Treasurer

Ed LeBlanc is the owner and president of a management consulting firm, with extensive experience and management skills in both procurement and information technology. He brings these skills, along with a broad education and wide-ranging experience from various roles in the private sector to bear for the benefit of his clients. A life-long resident of Maine, Ed and his wife Susan, currently live in Buxton and have a son and a daughter who are both married and live nearby. They are also the proud grandparents of three lovely grandchildren, including a grandson who has benefited greatly from online learning programs from both K12 and Stanford University.

Beth Lorigan

Beth Lorigan currently serves as the superintendent for Union 60, Greenville, Shirley, Beaver Cove, Willimantic and Kingsbury Plantation where she is charged with developing and managing the district's budget, has negotiated and provided oversight for various renovation projects, serves as the Special Services Director, provides staff evaluations, oversees curriculum development and develops and implements district policies.

In addition to her current position, Ms. Lorigan has worked with students with disabilities since 1995 and was an elementary classroom teacher since 1996. She also currently serves on the Board of Trustees for the Maine Community College System.

Ms. Lorigan holds a Master's degree in Education and a Certificate of Advanced Placement in Special Education both from the University of Maine at Orono. She also has certification through 2019 as Superintendent, 010 and Special Education Administrator, 030.

Alan Michael Casavant

Alan Casavant taught at Biddeford High School for 35 years: Psychology, American Studies, and 20th Century World History. He also coached ice hockey and soccer during that span. Alan served on the Biddeford City Council for 18 consecutive years, starting in 1976. He has served in the 123rd, 124th, and 125th Maine Legislature, representing District 137, and is now also mayor of Biddeford where he resides.

Kevin Pomerleau

Kevin is currently the vice-President for DP Global Solutions, a woman owned, minority based enterprise (MBE) specializing in contractual global energy solutions. Prior to his work at DP Global Solutions, Kevin served as the President/CEO of various energy based construction and contract management businesses where he developed growth opportunities these businesses. Projects managed range from \$250K to \$25 million and include project owners such as DOE, USACE, FEMA, Homeland Security, state, municipality and public

Kevin holds multiple Maine-based certifications including his State of Maine Arborist Certification, ECM, forestry/vegetation, CLP Maine, he is a State of Maine erosion control

specialist, and a member of the State of Main Construction Consortium. He has also participated in UCACE CQC Training. Kevin is a native of Maine and a graduate of Piscataquis Community High School. He currently resides in South Portland

Board Member Information Sheets and Resumes, Board Profile, and List of Officers and Committee Chairs

The information sheets and resumes of the Maine Learning Innovations board members are included in **Tab 29**. The Board Profile (a matrix of qualifications and experience they bring to the board) is in **Tab 30**. The officers of the Board are in **Tab 31**. Board committees have not yet been established, therefore there are no committee chairs at the time of the charter application.

Criteria for Selecting Board Members and Plans for Recruitment

The proposed governing board members represent a diversity of individuals across the state of Maine, with deep connections to the area, a broad array of relevant professional skills and experiences, including a number of whom have been teachers, administrators or learning coaches in Maine for many years. The founders have also contributed to the quality of the plans for the school by nature of their experience using the K12 curriculum, their school operations experience, and their knowledge of the education needs across the state of Maine.

At this point, all of the founders are willing and able to serve on the board of the charter school, and the group is not actively recruiting additional founders.

Board Members' Qualifications for Development, Oversight, and Planning

The Maine Learning Innovations board, the proposed governing board of Maine Virtual Academy (MEVA), is composed of six members with the requisite experience and capacity to develop this proposal for an effective, innovative and inclusive charter school, including caring and engaged parents; diverse community leaders; educators with extensive elementary, middle, and high school and higher education experience; attorneys; technology experts; legislators; and a corporate strategic planning manager. The founders fully embrace the core knowledge approach the curriculum offers, the structure provided in the daily instructional planning and the frequent student assessment data provided to teachers and students. In summary, as evidenced in their resumes, bios, and board information sheets, they: (1) have the will, capacity and commitment to govern the school effectively; (2) the shared vision, purposes and expectations for the school; and (3) demonstrate that they will contribute the wide range of knowledge, skills and commitment needed to oversee a successful charter school including educational, financial, legal and community experience and expertise.

Individually and collectively, they bring the following experiences and capacities to found and sustain a quality school:

- the experience and the capacity to oversee the successful development

- and implementation of the education program presented in the application;
- the diverse skills and backgrounds (profile) necessary to oversee the operation of a school and to ensure that the organization has a clear plan for the future viability of the organization;
 - the capacity to oversee the effective and responsible management of public and private funds;
 - the capacity to oversee and be responsible for the school's compliance with its legal obligations;
 - the background and ability to represent the interests of the school community; and awareness of their duties and responsibilities as public servants in accordance with the language of section 501(c)(3).

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Maine Virtual Academy will seek to involve parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad hoc committees appointed to address specific issues.

MEVA will organize a Parent Advisory Council beginning in the second year of school operations. The Parent Advisory Council will be parent-driven and recognized as the official voice of the school's parents. The group will serve as a direct communication link between the families and the school and be a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration.

Required Tabs

29. Governing Board Resumes
30. Board Profile (a matrix of qualifications and experience to be represented on the board)
31. List of officers and committee chairs and an organization chart depicting each role and relationship

Amy E. Carlisle

149 Falmouth Road, Falmouth, Maine 04105
(207) 671-3096 ~ amyc@maine.rr.com

EDUCATION

University of Maine School of Law, Portland, Maine. J.D. 1995, *Magna Cum Laude*. Labor and Employment Law Book Award.

University of Vermont, Burlington, Vermont. B.A., Environmental Studies, 1989, *College Honors*. Honors Thesis: Economic Incentives for Responsible Hazardous Waste Disposal.

Phillips Academy, Andover, 1983 - 1985.

WORK/SIGNIFICANT VOLUNTEER HISTORY

Stanford University Online High School Parent Association, *President, June 2014 to present, Vice President, June, 2013-2014*. Elected by parents to serve as a liaison to the school administration to strengthen and enhance the OHS community. My role is to plan and host monthly online meetings for the parent association with the administration and faculty as a primary communication pathway for parents, meet with the Head of School monthly to discuss and assess issues and set agenda for the parent association meeting. Other responsibilities include populating many volunteer committees, welcoming new families to the school and serving as an ambassador to families considering enrollment.

Maine Learning Innovations *Board President, May 2012- Present*. A non-profit dedicated to broadening educational opportunities available to students in Maine. Presently Maine Learning Innovations is applying to be the governing board of an online public charter school that utilizes research-based curriculum and individualized learning plans and assessment.

March of Dimes Maine Chapter, *Volunteer, 2005 –July 2013. Board Chair, January 2010 to January 2012. Public Affairs Chair/Mission Committee Co-Chair, 2006 to July 2013*. In my role as Public Affairs Chair, I worked to bring legislative solutions to public health issues that affect our mission population of infants and women of child-bearing years. As Board Chair, I guided the Board during a substantial reorganization, including complete turnover of chapter staff, implementation of additional fundraising initiatives to meet chapter goals and substantial recruitment effort to improve board membership. [Chapter Volunteer of the Year 2007, National Public Affairs Chapter of the Year Award 2009.]

Time Warner Cable of Maine *Director, Human Resources, September, 1997 – July, 1999*. Responsible for management of all aspects of human resource management for a dynamic division of Time Warner during a period of rapid growth and acquisition.

Moon, Moss, McGill and Bachelder *Associate Attorney, September, 1995 to September 1997*. Worked as an associate in a management-side labor and employment law practice. In addition to research, writing and litigation support, personally developed materials for preventative strategies for clients specific to daily management of employment laws. *Summer Associate. 1994*.

Edward S. LeBlanc

**Allegra Consulting Group, Inc.
PO Box 481
Gorham, Maine 04038
Phone: (207) 807-2344
Fax: (207) 727-5456**

PROFILE

A results-oriented business consultant utilizing a strong set of multi-disciplinary skills and wide-ranging experience to assist clients in

Outsourced Procurement

Driving Bottom Line Cost Reduction

Maximizing IT Business Value

SELECTED ACCOMPLISHMENTS

Bottom Line Cost Reduction

- Utilizing an outsourced procurement arrangement, generated \$91.9K (13.3%) in bottom line cost reductions for a non-profit substance abuse treatment and prevention services organization out of a total of \$689.3K placed under management for this effort.
- Utilizing an outsourced procurement arrangement, generated \$90.5K (12.2%) in bottom line cost reductions for a manufacturing company out of a total of \$743K placed under management for this effort.
- Using disciplined fiscal management, generated \$937K (13.2%) in savings to balance a \$7.1 million fiscal year IT operating budget.

IT Business Value

- Lead the development of a comprehensive IT Strategic Plan which established IT organizational, management, financial, and technology goals, along with structures and processes to foster IT/ business alignment, over a multi-year period.
- Built an Enterprise-Wide Technical Architecture which specified the purchase and usage of technology within IT applications and infrastructure supporting business needs.
- Created an IT Program Management Office (PMO) with supporting processes and technology to effectively manage and coordinate IT projects running concurrently within a large organization.

Technology Assessment and Integration

- Established a \$3.5 million system configuration and procurement framework for a \$45 million enterprise ERP Project.
- Lead a cross-functional team in selecting an infrastructure management system, producing a \$3.1 million yearly return.
- Lead the recovery of all IT systems and infrastructure at a major manufacturing site following an \$80 million natural disaster.

Other

- Lead the orderly divestiture and transition of a \$55 million manufacturing business from one corporate owner to another.

WORK EXPERIENCE

2003 - Present Owner Allegra Consulting Group, Inc. Gorham, Maine

Owner and President of an independent consulting company specializing in reducing indirect expenses for clients, while preserving or enhancing current levels of product quality and/or service. The process creates outsourced procurement arrangements with clients and, utilizing internal benchmark data, conducts market analyses and negotiates with multiple suppliers to produce cost reductions ranging typically from 10% - 20% of client spend placed under management. The client sponsors of these efforts are "C-Level" executives, most often the CFO. This work is conducted in conjunction with another independent consulting company, Bottom Line Improvements, Inc.

2002 - 2003 Corporate Data Center Manager Sappi Fine Paper North America South Portland, Maine

Managed the Sappi Fine Paper North America Corporate Data Center. Responsible for the operational availability and reliability of all systems supporting critical business processes within a \$2.5 billion enterprise. Provided project, administrative, and technical direction to a 24x7 staff of 15 people. Charged with total cost center responsibility and a \$7.2 million yearly budget. Managed an outsourced mainframe operations contract valued at \$1.6 million per year. Drove continuous improvement activities to ensure that services provided met quality and service level expectations. Ensured an effective framework of strategies, policies, procedures and practices to adequately support corporate business processes.

1998 - 2002 Chief Planner / Architect Sappi Fine Paper North America South Portland, Maine

Senior level corporate IT position reporting to the Vice President and Chief Information Officer. Worked with senior IT management in building IT - business alignment. Directed all analysis and design efforts required to develop enterprise IT strategies, technical architectures, IT Portfolio Management, and technology usage standards. Directed the development of tactical plans necessary to implement IT process improvement strategies, including project management and life cycle methodologies. Developed methods and procedures to establish the business value of IT deliverables. Analyzed the impact of emerging technologies upon the enterprise.

1998 - 1998 **Manager of Computing Platforms** **Sappi Fine Paper North America** **South
Portland, Maine**

Established a group responsible for the identification, configuration, implementation, and support of all large information processing and storage technology systems driving mission-critical business systems across the company, along with the implementation and support of all corporate databases, middleware, and infrastructure management technology. Later transitioned the group to a permanent functional manager.

1997 - 1998 **Corporate Business Transition Leader** **S.D. Warren Company**
Westbrook, Maine

Working with senior corporate management, lead the orderly divestiture and transition of a \$55 million manufacturing business from one corporate owner to another. Directed a multi-disciplinary transition team of 10 – 12 people of varying disciplines and levels within the corporation in accomplishing this task within the challenging time requirements of both parties. Created an outsourced technology support agreement with the purchaser as part of the legal separation.

1991 - 1998 **IT Manager** **S.D. Warren Company**
Westbrook, Maine

Performed IT Management functions at a large, \$250 million (annual revenue) manufacturing site. Responsible for a \$2.75 million IT operating budget. Directed a staff of up to 16 people. Involved as a key participant in Corporate IT management planning and coordination activities. Worked with management and with various user groups within and external to the site to develop a common understanding of the issues involved in applying computing technology to business operations.

1993 – 1994 **Corporate Business Process Engineer** **S.D. Warren Company**
Boston, Massachusetts

Provided key engineering and technology expertise to several strategic corporate re-engineering initiatives focused on the shape, form, and implementation of new methods of manufacturing and distributing coated paper products.

SYNOPSIS OF WORK EXPERIENCE **1971 to 1991** **(Detail
available upon request)**

1986 to 1991	<u>Network (Manufacturing) Systems Manager</u>	S.D. Warren Company, Westbrook, Maine
1983 to 1986	<u>Engineering Cost Manager</u>	S.D. Warren Company, Westbrook, Maine
1981 to 1983	<u>Senior Industrial Engineer</u>	S.D. Warren Company, Westbrook, Maine
1978 to 1981	<u>Senior Industrial Engineer / Data Processing Supervisor</u>	GTE Sylvania, Bangor, Maine
1977 to 1978	<u>Industrial Engineer / Manufacturing Management Trainee</u>	C.F. Hathaway Company, Waterville, Maine
1976 to 1977	<u>Manufacturing Systems Analyst</u>	SCOA Industries, Norridgewock, Maine
1975 to 1976	<u>Project Coordinator</u>	Ford Foundation, SUNY, Albany, New York
1974 to 1975	<u>Budget Systems Analyst</u>	New York State Department of Mental Hygiene
1971 to 1973	<u>Radioman (Top Secret / Crypto Security Clearance)</u>	United States Navy

EDUCATION

- ♦ **RENSSELEAR POLYTECHNIC INSTITUTE, Troy, New York**
MASTER of SCIENCE (M.S.) in Operations Research and Statistics, 1976
- ♦ **STATE UNIVERSITY of NEW YORK at ALBANY, Albany, New York**
MASTER of PUBLIC ADMINISTRATION (M.P.A.), 1974
Concentrations in Finance and Management Science
- ♦ **LaSALLE EXTENSION UNIVERSITY, Chicago, Illinois**
BACHELOR of LAWS (LL.B.), 1973 (Correspondence)
- ♦ **UNIVERSITY of MAINE at ORONO, Orono, Maine**
BACHELOR of ARTS (B.A.) in Public Management, 1971
Included strong secondary coursework in Civil Engineering

OTHER

United Way Loaned Executive - 1978, 1984.

S.D. Warren United Way Campaign Chairperson - 1988

Industrial Engineering Professional Certifications: *MTM-1, MTM-2, MTM-3, MTM-4M, MOST*

Seminars in Statistical Process Control and the Deming Philosophy taught by Dr. W. Edwards Deming and Joiner Associates. Quality Advisor (*200-hour curriculum. Included, SPC, Team building/Management, and Consulting Skills*)

Continuing education courses and seminars from Hewlett Packard Corporation, Gartner Group, Worcester Polytechnic Institute, George

Washington University, and other sources

Peter Mills -- Experience in Education/Science
Wright & Mills, PA
263 Water Street
PO Box 9
Skowhegan, Maine 04976

Education/Background:

Born in Farmington, ME 1943.
Gorham High School, Gorham, ME. Graduated 1961.
Harvard College BA. Graduated cum laude in English 1965.
U.S. Naval Officer 1965-70 on destroyers during Vietnam with duties in Communications, Operations and Intelligence. University of Maine School of Law; Law Review. Graduated 1973.
Attorney in Portland 1973-82; owner Wright & Mills law firm in Skowhegan since 1982. Married to Nancy Mills, Superior Court Justice. 3 adult children. 6 Grandchildren.
State Senate 1994-2002; Maine House of Representatives 2002-04; State Senate 2004-10. Executive Director, Maine Turnpike Authority since March 17, 2011.

Legislative Service on education issues 1995-2010

- In the summer of 1996, chaired the Critical Review Committee to rewrite Learning Results for the Department of Education. I read standards from many sources and was largely responsible for the format and structure of the standards that were adopted in 1997.
- In 1997, served on the Children's Health Task Force (to implement S-Chip) and on a committee to reform pensions for teachers and public employees.
- In 1998 served on the Learning Results Steering Committee to implement education standards and assessments. In the 120th Legislature (2001-02), served as the Senate Republican lead on Appropriations.
- In 2001, served on the Education Funding Reform Task Force.
- In the 121st Legislature (2003-04), served as a House member on Appropriations.
- In the 122nd Legislature (2005-06), served on the Select Committee on Tax Reform (the "LD1 Committee) that implemented Essential Programs & Services in response to the MMA referendum passed in June of 2004.
- In the 123rd Legislature (2007-08), served as Republican Senate lead on the Education Committee. Advocated for
- incentive-based consolidation in lieu of the penalties that the Legislature adopted. Served on the Alternative Education Task Force.
- In the 124th Legislature (2009-10) served on the Energy Corridor Commission.

Boards & Committees.

- The Maine Math & Science Alliance (1998-2005)
- The Maine Children's Growth Council (2008-2010) The Maine Children's Trust (since 2009)
- The Coalition for Excellence in Education (2000-2006)
- The Muskie School Board of Visitors (since 2002)
- Chair of the Advisory Board for the Margaret Chase Smith Policy Center (since 2009)
- The Advisory Committee on Development of Broadband Infrastructure (2011-2013)

Publications and articles on education. Writings are available at petermills.info

1999 "Maine's Dubious Odyssey into the Funding of Local Government," published in the Maine Policy Review, reviewed the major municipal revenue sharing systems, with emphasis on the school funding formula and made the case that much of state revenue sharing is squandered without regard for local need.

2004 "Maine Tax Policy: Lessons from the Domesday Book." Published as a chapter in "Changing Maine," it contains a summary of cost trends in education.

2007 Wrote a substantial re-draft of the Special Education rules which were later adopted.

2007 "Let Them Learn in Ghettos," an Op Ed decrying disparities in education opportunities among Maine's towns.

2007 "A Warning Like Ike's," an endorsement of consolidation based on incentives

2008 "Imprisoned by Public Pensions," a plea for portable benefits for newly hired teachers and state employees.

2008 "Megawatts from Mountain Tops: What's in it for Maine?" an analysis of wind power development in Maine.

Other relevant background

My mother, my paternal grandparents and two of my daughters have been educators. I had personal experience as a writing instructor in law school. Later, I trained to be an instructor of fellow lawyers in trial practice seminars. As a teenager and young adult, I spent several summers working with children as a professional swimming instructor.

Beth Anne Lorigan
8 Rider Road, Brewer, Maine 04412
207-852-3220 (personal), 207-695-3708 (work)
beth.lorigan@ghslakers.org

Objectives:

To obtain the position of a Superintendent/ Special Services Director in a strong Maine community that is committed to its students, parents, staff and the pursuit of academic excellence, in spite of challenging educational and economic times.

Education:

- 2005: Certificate of Advanced Placement in Special Education.
University of Maine at Orono, Orono, Maine**
- 1996: Master's Degree in Education.
University of Maine at Orono, Orono, Maine**
- 1978: Bachelor's Degree in History.
State University of New York at New Paltz, New Paltz, New York**

Certification:

- 2019: Superintendent, 010**
- 2019: Special Education Administrator, 030**

Professional Administrative Employment:

2010-present: Superintendent of Schools for Union 60, Greenville, Shirley, Beaver Cove, Willimantic and Kingsbury Plantation

- Management of all educational and financial aspects of the Greenville Consolidated School. The district has a \$3.5 million dollar budget
- Responsible for the closure of one elementary school and the renovations of the existing school building, including a \$2 million dollar HVAC project. This project required the collaboration with the Maine Forest Service and work with many businesses. Responsible for the negotiation, application, disbursement, and accounting for bank funds. Renovations included a \$105,000.00 asbestos abatement project and a \$96,000.00 Fire alarm project.
- Responsible for the development and oversight of the school budgets and for the Towns of Greenville, Shirley, Beaver Cove, Willimantic and Kingsbury Plantation
- Special Services Director, responsible for all intervening services for students at risk of failure. Develop and implement policy and procedure. Manage all financial aspects, including completing federal and state grants.
- Responsible for the development of curriculum and staff evaluation process.
- Responsible for implementing school policy and procedure. Secretary of each of the five school committees, as well as the Union 60 School Board. Develops agendas for monthly school committee meetings in Greenville and Shirley and quarterly meetings in Beaver Cove, Willimantic and Kingsbury Plantation. Annual Town meetings in each of the five towns.

- Responsible for teacher and support staff contract negotiations.
- Oversight and direct supervision of maintenance staff. Responsible for the care and upkeep of the building and grounds.

2009-2010: Special Services Director for the MSAD 30/Union 110

- Administration of Special Education and Section 504. Responsible for supervision and evaluation of special education staff, teachers and educational technicians.
- Developed and managed the special education budget for the school department. Oversaw state, federal and local funding sources for the district.

2007-2010: Special Services Director for the Orrington School Department

- Administration of Special Education, Section 504, and English as a Second Language. Responsible for supervision and evaluation of special education staff, teachers and educational technicians.
- Developed and managed the special education budget for the school department. Oversaw state, federal and local funding sources for the district.
- Established an individual Medicaid funded Day Treatment program for the school department. Provided consultation, supervision and administration of the Orrington School Department Day Treatment program.
- Completed educational assessments for individual students as part of the Child Find process in the Orrington School Department.
- Case management of high school students with disabilities who are tuitioned to out of district high schools. This included constructing individual education plans (IEP) for students, managing all required student paperwork and developing alternative individualized programs as needed.
- Participated in Monthly administrative team meetings, including developing agendas for assigned meetings. Worked collaboratively with the superintendent and other administrators to develop all aspects of the budget. Involved with the hiring process for school staff. Collaborated with administration to organize in-service programs throughout the school year.
- Acted as the secretary for all school committee meetings throughout the school year. Provided written special education reports at monthly school committee meetings. Attended budget meetings and workshops and Town meetings in Orrington.

1999-2007: Special Services Administrator for School Union 91/Orrington and Orland

- Administration of Special Education, Section 504, and English as a Second Language for the Towns of Orrington and Orland, Maine.
- Developed and managed the special education budget for the school department. Oversaw state, federal and local funding sources for the district.
- Responsible for the supervision and evaluation of all Union 91 special education staff.
- Established an individual Medicaid funded Day Treatment program for Union 91. Provided consultation, supervision and administration of the Union 91 Day Treatment program.
- Case management of high school students with disabilities who are tuitioned to out of district high schools. This included constructing individual education plans (IEP) for students, managing all required student paperwork and developing alternative individualized programs as needed.

- Implemented policy, procedures and professional development that resulted in the reduction of the identification rate of students in special education from 23% to 12% in Orrington and from 35% to 19% in Orland (2007).
- Participated in monthly administrative team meetings, including developing agendas for assigned meetings. Worked collaboratively with the superintendent and other administrators to develop all aspects of the budget. Involved with the hiring process for school staff. Collaborated with administration to organize in-service programs throughout the school year.
- Acted as the secretary for all school committee meetings throughout the school year. Provided written special education reports at monthly school committee meetings. Attended budget meetings and workshops and Town meetings in Orland.

1998-1999: Special Education Director in Glenburn, Maine.

Educational Consultant at Kids Peace, New England, Ellsworth, Maine.

- Administration of Special Education and Section 504 in Glenburn, Maine. Special education population of 170 identified students. Oversaw state, federal and local funding sources for the school department. Provided oversight for high school students who were tuitioned out of district. Responsible for supervision and evaluation of special education staff.
- Provided consultation services for the Kids Peace New England diagnostic program. This work included providing diagnostic evaluations and education recommendations for

1995-1998: Special Education Coordinator at the United Technologies Center in Bangor, Maine

- Served as the liaison between UTC and the sending public high schools.
- Attended IEP meetings for all students with disabilities.
- Provided consultation to vocational teachers regarding IEP accommodations, etc.

1992-1997: Director of Kid's Academy Nursery School in Houlton, Maine

- Preschool program for three and four year old students. This program had an enrollment of 30-35 students each year. Developmental therapy was included for some students who were identified as disabled through Child Development Services (CDS).
- Provided supervision of three employees.
- Completed state and federal accounting for all required financial matters. Involved in the administration of a small business which I owned and operated.

1990-92: Resource room teacher for grades K-6 at Littleton Elementary School in Littleton, Maine

- Resource room teacher for grades K-8 at Littleton Elementary School.
- Monitored the seventh and eighth grade students at Houlton High School. Responsible for district wide student assessments.

1986-1988: Classroom teacher in an inclusive, multi-age classroom in Brookton, Maine

- Responsible for teaching all subjects to twenty-two, K-4th grade students in a small rural school house in Maine.

Professional Organizations:

2014: Board of Trustees for the Maine Community College System

2014: Piscataquis Economic Development Committee

2013-present: Maine Development Foundation

2010-present: Member of the Maine Superintendent's Association and the American Association of School Administrators

2005-07: Regional Representative to MADSEC for Hancock County Special Education Administrators

2003-2010: Member of the national Council for Exceptional Children (CEC)

2003-2009: Member of the Learning Disabilities Association of Maine (MLDA)

1999-2010: Member of the Southern Penobscot Regional Program for Children with Disabilities

1997-present: Member of the Maine Administrators of Services for Children with Disabilities. Served on the Legislative Committee and the Professional Development Committee. Organization President in 2010-11. Executive Committee from 2008-12

References available upon request.

ALAN MICHAEL CASAVANT

22 Meeting house Road

Biddeford, Maine 04005

207-284-4690

Education:

Biddeford High School 1970

University of Maine, Orono 1974 - BA Psychology

University of Southern Maine 2005 - Masters in American and New England Studies

Professional Career:

Teacher at Biddeford High School, 1976-2011

Legislator, Maine House, District 137, 2007 to present

Standing Committee on Judicial Affairs

Standing Committee on Educational and Cultural Affairs

Standing Committee on State and Local Government

Standing Committee on Criminal Justice

Mayor of Biddeford, 2011 to present

Clubs and Organizations:

Societe St. Jean Baptiste de Bienfaisance

Friends of the University of New England

Biddeford Historical Society

Kennebunkport Historical Society



Global Environmental Solutions, Inc.

Kevin Pomerleau
105 Main Street, Ste. 2
S. Portland, ME 04106
Tel: 207-541-9421 Fax: 603-294-4400
Cell: 207-604-4960

SKILLS

- 8 years of experience in CEO/ President Role developing growth opportunities for all affiliate businesses currently in excess of \$100m annual revenues related to the Energy Sector
- 5 years environmental/Construction Operations Manager
- Responsible for managing rapid response, clearing and right of way pipe/ power construction projects
- Projects range for \$250K to \$25 million
- Projects include owners such as DOE, USACE, FEMA, Homeland Security, state, municipality and public

EMPLOYMENT HISTORY

Vice President for DP Global Solutions (2013-present)

- Responsible for management of operations for New Orleans based women owned (MBE)- minority business enterprise (MBE) Energy focused contracting company

President/ CEO for Global Environmental Solutions (2008-present)

- Coordinating assistant project managers for union environmental contracting company (GES)
- Work with executive management team to properly develop controls and processes
- Manage sales and client relationships

President/ CEO for Northwood's Contracting (2007- present)

- Developed start up transportation company into a non-union clearing and civil contractor
- Manages sales and growth opportunities

President/ CEO for Enviro-Mats (2010- present)

- Developed a plan and facility to manage affiliate owned timber mat manufacturing company
- Managed key supplier and sales relationships
- Sourced proper mail and assembly equipment to streamline efficiency in the manufacturing process

Division Manager Dixie Mat (2006-2008)

- Responsible for developing opportunities for southern based company in the northeast
- Responsible for developing equipment rentals and contracting division
- Worked closely with owner's to manage company at a high growth time



Global Environmental Solutions, Inc.

ROW Division Manager Northern Tree (2004-2006)

- Responsible for equipment scheduling and operations coordination for matting and environmental crews for customers including: Three Phase Electric, Thiro, National Grid, Northeast Utilities and Hawk-eye Electric
- Project manager for all rapid response subcontractors including Katrina and Rita in Louisiana
- On-site supervision of all clearing and matting key projects
- Responsible for sales and growth mission in energy market

Logistics Manager for Hector Beaulieu Assoc., Inc. (2001-2004)

Transportation Manager for Pomerleau Trucking (1998-2001)

EDUCATION

- Associate Degree- CIA Hyde park NY
- Piscataquis Community High School – 1992 Graduate
- State of Maine Arborist Certification
- Member of State of Maine – Construction Consortium
- State of Maine Erosion Control Specialist
- ECM, Forestry/Vegetation, CLP Maine Certified
- UCACE CQC Training

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School: Maine Virtual Academy

Name of Board Member Amy Carlisle

Mailing Address 149 Falmouth Road, Falmouth, Maine 04105

Telephone (Home) 207-797-9735

Telephone (Business) 207-671-3096

Email Address amyc@maine.rr.com

Occupation Community Volunteer, Learning Coach,

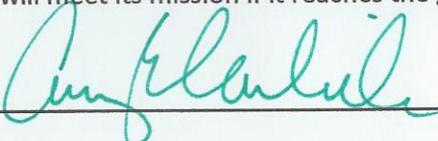
Questions:

1. **How long have you resided in Maine (the catchment area)?** 22 years
2. **Why do you wish to serve on the governing board?** Both of my children attend a private virtual school and my desire is to bring a high quality virtual public option to Maine students in need of an alternative educational environment.
3. **What interests or concerns do you have regarding the proposed public charter school?** My interests come from my experience with my children's schooling and my concern that Maine students have access to a high quality option.
4. **Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).** I currently serve as the President of the Stanford University Online High School Parent Association, and served as Vice President last year.
5. **What special qualifications do you have that will help you to be a board member?** My experience as a parent of two children who attend an online school, as well as my experience working with the administration of a very highly regard online school give me a unique perspective that I bring to the board.
6. **Describe the role that the board will play in the charter school's operation.** The board will oversee all operations of the school and be responsible for setting policies that school personnel will be required to follow. The board will be responsible for the hiring and firing of the head of schools and all school employees.
7. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?** It will be critical that we hire a head of school who understands the mission and goals of the Maine Virtual Academy, is a strong leader and has strong management abilities. We will need to set policies that foster the both the meeting of these

goals and the best interest of the students attending the Maine Virtual Academy and oversee the school to ensure that board policies are followed. Additionally, the board will work to ensure that the Maine Virtual Academy is a community of students and families

8. What is your understanding of the appropriate role of a public charter school board member? A charter school board member has the responsibility to oversee the public charter school and ensure that the school is meeting its obligations to its students, families and the Maine Charter School Commission.

9. How will you know that the charter school is succeeding (or not) in its mission? MEVA will meet its mission if it reaches the goals that are articulated in the Charter School Contract.

Sign  Date Aug. 13, 2014.

For your convenience in completing, this sheet is located on our website (<http://www.maine.gov/csc/>).

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School Maine Virtual Academy

Name of Board Member Edward S. LeBlanc

Mailing Address 538 Deerwander Road, Hollis Center, ME 04042

Telephone (Home) (207)807-2344

Telephone (Business) (207) 727-5456

Email Address esleblanc@hotmail.com

Occupation Business Consultant (Mostly Retired)

Questions:

1. How long have you resided in Maine (the catchment area)?

66 Years

2. Why do you wish to serve on the governing board?

In using the Internet to find ways to address educational needs for my grandson that were not being met by the local school district, I researched various options for virtual education, including K-12, Connections Academy and the Florida Virtual Academy. I found the opportunity to best address those needs through K-12. K-12 has been a resounding success for my grandson, and he has excelled scholastically. I have testified about his story before both the Charter School Commission and the Legislative Joint Committee on Education.

As part of this effort on my part, I became convinced that there were more children in the State that could benefit from the same curricula and technology used by proven virtual schools generally, and by K-12 in particular. I found a group of people with the same interest and decided to become involved as a board member. I believe that the group of people comprising the MEVA Board will do the best job in providing high quality virtual education to Maine children in need of this opportunity to succeed.

3. What interests or concerns do you have regarding the proposed public charter school?

Given the current political environment surrounding virtual schools in general, and K-12 in particular, I am concerned whether the Maine Virtual Academy public charter school will be given a fair chance to succeed.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

Project Coordinator-Ford Foundation, State University of New York

5. What special qualifications do you have that will help you to be a board member?

Financial Management; Performance Management; Technology Management

6. Describe the role that the board will play in the charter school's operation.

The Board will play a strong oversight role in the operation and management of the school, especially in the first year or two of operation. While the Board will have a very active oversight role, it will not run the school: that work will be the responsibility of the CEO and CFO.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The work around the pre-opening will be critical. Specifically, recruiting the RIGHT people for the CEO and CFO roles is Job One. Of the two, the CEO is the most critical. The Board will also have to play a very active role in making sure that enrollment and financial targets are met in making the school viable on opening day.

Early on, the Board will also need to establish and enforce the metrics which it will need from the CEO, CFO, and/or K12 to assess the performance of its charter school and to ensure that the school is meeting the expectations of school stakeholders, especially the Charter Commission.

8. What is your understanding of the appropriate role of a public charter school board member?

The role of a public school charter school board member is to focus on the issues and metrics that determine the success or failure of the charter school.

9. How will you know that the charter school is succeeding (or not) in its mission?

If the charter school is meeting the metrics of success established by the State and the Charter Commission, that is one measure. If the parents of the children in the charter school are happy and satisfied, that is another measure. If the children themselves feel like they are learning and are challenged, that is the third and best measure.

Sign Edward J. AdRane Date July 14, 2014

For your convenience in completing, this sheet is located on our website (<http://www.maine.gov/csc/>).

**Maine Virtual Academy
Board Member Information Sheet**

Name of proposed Public Charter School: Maine Virtual Academy

Name of Board Member: S. Peter Mills

Mail Address: 263 Water Street, POB 9, Skowhegan, ME 04976. **Home:** 269 Oxbow Road, Cornville, ME 04976

Telephone No.: 207-858-6400

Email Address: pmills@mainelegal.net

Occupation/Employer: Executive Director, Maine Turnpike Authority. Owner of Wright & Mills, PA, a Skowhegan law firm.

1. How long have you resided in Maine? Since 1943 except for four years in college and five years in the Navy.

2. Why do you wish to serve on the board? 3. What interests or concerns do you have regarding the proposed school?

A virtual curriculum is appropriate for only some children and often for only a year or two at a time; but for those who need this resource it can make all the difference between success and failure.

Maine has 4730 students whose parents have rejected public education for home schooling. Every year, 3000 Maine students drop out completely. An innovative virtual education program with public oversight and strong management can restore a successful public school experience for many of these students.

For students with physical or emotional disabilities, for those who live in remote areas, for those who must move from place to place, for those who need respite from an unsuccessful school encounter, for any child in jeopardy of dropping out, and for those who are bored for lack of challenge, a virtual academy with a strong curriculum individually paced and competently administered can be a lifesaving option. Among Maine's 80,000 students in grades 7 through 12, there is clearly room for a few hundred students to be served by a virtual program -- and indeed a strong need for such a program.

Virtual education will not undermine local schools. A statewide virtual academy will be open to students from all 164 school districts and will draw no more than a few from any one district -- particularly since the academy will appeal primarily to families where the child is in jeopardy of leaving public education altogether.

In this day and age, the on-line options opening up for Maine students are many and varied. They range from the unproven and incompetent to the truly stimulating and magnificent. I want to serve on the board of MeVA to make sure that the on-line opportunities we offer to Maine students come from the best available proven systems.

For the program we propose, the curriculum will be tailored to students' needs. Children will be constantly and individually assessed in real time so that each may proceed as rapidly through the material as he or she reasonably can. This keeps each student challenged and engaged within a responsive education system.

The academy will hold itself accountable by measuring growth -- the tangible value added for each student's participation as measured by frequent formative assessments and constant feedback that is the greatest strength of on-line learning.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. Indicate school or district.

In 1995, I chaired the Critical Review Committee for rewriting Learning Results that were later adopted by the Legislature. Since then, I have served on a committee to reform pensions for teachers and public employees, the Learning Results Steering Committee, an Alternative Education Task Force, the Legislature's Appropriations Committee for two terms, the Legislature's Education Committee for one term, an Education Funding Reform Task Force, the board of the Maine Math & Science Alliance, the Maine Children's Growth Council, and the Coalition for Excellence in Education. In the technology field, I recently served on the Broadband Capacity Building Task Force. I have published several articles on public school funding. I presently serve on the Board of the Maine Children's Trust and the Muskie School Board of Visitors and I chair the Advisory Committee for the Margaret Chase Policy Center in Orono.

5. What special qualifications do you have that will help you to be a board member? I was educated in Maine public schools in Farmington, Gorham and Portland. After graduating from Harvard in 1965, I spent five years as an officer aboard Navy destroyers. Since graduating from the University of Maine Law School in 1973, I have spent 40 years practicing law in Portland and Skowhegan, intertwined with 16 years of legislative service and two campaigns for governor in GOP primaries. Since 2011, I have been executive director of the Maine Turnpike, an organization with 400 Maine employees. I have served on a number of boards and commissions relating to education. As a legislator, I have participated in many school board meetings, visited numerous public schools, taught classes in many of them, and frequently consulted with educators on policy and practice.

I have had extensive experience in financial management; fundraising; parent and community engagement; performance management; resolution of legal and political disputes; development of educational standards; human resources; government relations; and assessment of technology systems.

6. Describe the role that the board will play in the charter school's operation.

The board's role is one of oversight that is substantially more involved than what we see for typical public school boards. Because students in a virtual school come from far-flung regions of the state, it will be important for board members to be especially attentive -- and creative -- in how they monitor performance and stay in touch with students and parents.

As school board members we are fiduciaries for both parents and students. Although our positions are structurally parallel to a way that is parallel to boards chosen by municipal election.

Many of the services for a virtual school must, of necessity, be provided by a competent contractor through a well-developed and proven curriculum with associated materials and teaching techniques that will deliver the strongest opportunities for students and their families striving for education in a virtual setting. Offerings within virtual education are diverse and competitive. It is important for Maine parents to be able to select from competing options once they have decided to consider a virtual school.

Under the plan we are presenting, the school will retain an independent testing company to administer formative assessments of student progress. We expect to enroll many students who are falling behind in public schools. It is incumbent on us to ensure that each student's growth is individually and reliably measured, not only by periodic tests administered independently but also by daily assessments from our staff.

If a child is not doing well in a virtual setting, if parents are not supportive, or if the learning coach is not able to follow through, then we should be the first to suggest that the family seek another education environment. It is our duty as board members to look out for the best interests of the enrolled children.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

MEVA will use nationally-recognized diagnostic tools to identify proficiency levels through adaptive assessments. Although this will be an important way in which to gauge the yearly progress of each student, more frequent internal assessments will also be available to us and will be subject to careful review.

It will also be important for board members to spot check individual results through one-on-one interviews with students and their learning coaches. Constant feed back is the key to measuring competence and success.

Although such review functions will also be performed by the CEO and by the Director of Instruction as our agents, it will be important for board members to do it directly as well.

8. What is your understanding of the appropriate role of a public charter school board member?

Our primary concern is for the enrolled children. We are fiduciaries carrying out a public trust for their welfare. The CEO who reports directly to the Board will lead this effort, but each board member will be individually responsible for this function as well.

9. How will you know that the charter school is succeeding (or not) in its mission?

The school will be successful if it can prove that each student is making individual progress that is significantly improved over the rate of progress that the student was making in a former setting. If we are not able to do that, then we should assist the student to find an alternative way to achieve educational goals.

Sign: 
S. Peter Mills

Date: August 13, 2014

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School Maine Virtual Academy (MEVA)

Name of Board Member Alan Michael Casavant

Mailing Address 22 Meetinghouse Road, Biddeford, Maine 04005

Telephone (Home) 207-284-4690

Telephone (Business)

Email Address acasavant@maine.rr.com

Occupation Legislator, Maine House, District 137 (termed out December 2014); Mayor of Biddeford

Questions:

1. How long have you resided in Maine (the catchment area)? Since 1952
2. Why do you wish to serve on the governing board? I taught in public education (high school social studies) for 35 years. During that time, I met many students who, for various reasons, had difficulty succeeding in a public school environment. They were intelligent and had the appropriate skills, but the setting did not work for them, and they inevitably dropped out or were home schooled. I knew that a viable alternative that did not mimic the public school model was needed: one that offered a more vibrant, relevant curriculum, uniquely tailored to the individual needs and interests.

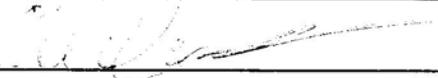
During the past several years, I became more aware of the potential of online learning as a tool for some of these students. In other states, students have discovered that such learning can be ideal for their particular learning situation, and I believe that future technologies, especially via high speed optics, will further enhance the practicality and accessibility of such education. The diversity of options, as well as the ability of curriculum to appeal to the individual "sparks" of online students appeals to me.

3. What interests or concerns do you have regarding the proposed public charter school? I am interested in the manner in which a virtual school can reach into rural Maine and provide exceptional academics to students, as well as open new doors of interests for those who might not have access to progressive curriculums because of where they live. A creative, challenging online education can be a game changer, and for particular students, a virtual school can provide them with the catalyst that they need to educationally thrive. This is also true of students in southern Maine who desire other

options from traditional education and who crave stimulation and unique access to learning.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).
Member of the Joint Standing Committee on Educational and Cultural Affairs (2009-2010)
Teacher at Biddeford High (1976-2011)
-20th Century World History, Psychology, American Studies, U.S. History
Chairman of the Biddeford School Board (2011-present)
5. What special qualifications do you have that will help you to be a board member?
Parent and Community Engagement; Curriculum, Instruction, and Assessment; Government Relations and Issues; fundraising; Public Speaking; Association with staff of the University of New England and other schools
6. Describe the role that the board will play in the charter school's operation.
I see the board as being an active proponent of the virtual schooling and a driving force for curriculum innovation. I envision the board acting very similarly to the school board in my community, where policies, curriculum, strategies, and hiring are part of the monthly routine of business. Because of the new status of online learning, I believe that the board will have to be more engaged and aware of the online learning technology, so that it can be flexible and proactive, while working with instructors and administration, in order to ensure a smooth transition from traditional learning to online learning for our students.
7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
In a traditional board situation, students are readily available on a yearly basis. Online learning, in Maine, is new, so I believe that the board will have to be active in promoting the school, increasing public awareness of such alternative learning, and be demanding and vigilant in terms of the utilization of the highest standard models of curriculum. Because I envision technology and curriculum in this educational model evolving quickly and constantly, I believe that the board will need to be "up to date" in understanding the methodology and opportunities of such curriculums.
8. What is your understanding of the appropriate role of a public charter school board member?
My understanding is that the board member cannot be and should not be a mere holding place for the online school, but must be an engaged participant in the development and eventual ongoing development of the school. The board is the link between the students, the staff, and the people of the State of Maine.
9. How will you know that the charter school is succeeding (or not) in its mission?
This demands a rigorous attention to the details of curriculum and policy, as well as a complete understanding of the mission statement. It demands attendance at meetings, a familiarity of staff and administration, and a full understanding of the mechanics and operations of the school model. A board member cannot be on the sidelines to

understand whether the school is working or not, but must be involved in an ongoing learning process, as a school board member.

Sign  Date 7/20/14

For your convenience in completing, this sheet is located on our website (<http://www.maine.gov/csc/>).

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School The Maine Virtual Charter School

Name of Board Member Beth Anne Lorigan

Mailing Address 8 Rider Rd., Brewer, ME. 04412

Telephone (Home) 207-852-3220

Telephone (Business) 207-695-3708

Email Address blorigan54@ghslakers.org

Occupation Public School Administrator

Questions:

1. How long have you resided in Maine (the catchment area)?

I moved to Maine in 1985 and lived in Houlton for 12 years before moving to Brewer.

2. Why do you wish to serve on the governing board?

I would like to provide support for the Board as they make decisions that impact school funding as a whole, to provide suggestions on how to reach the populations of students who are presently not being served in public schools.

3. What interests or concerns do you have regarding the proposed public charter school?

I am concerned about how the funding will impact local school districts. I am concerned about the need for children to connect with other students

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

My present position is public school superintendent/special services director in Greenville. I worked in Orrington and Glenburn as a special services director. I am on the Maine Community Colleges Board of Trustees and serve on the Literacy for ME and Special Education performance Grant teams for the DOE. I have served on the Board of MADSEC and the Penobscot Child Development Center.

I am on the Piscataquis Economic Development Committee.

I have three sons and two grandchildren (all of who I like a lot)!

5. What special qualifications do you have that will help you to be a board member?

I am a certified superintendent and special education administrator. I have been a special education teacher; in regular settings as well as behavior programming. I taught in a K-4 classroom with 22 students, owned and operated a nursery school, taught in a Catholic school in grades 6-8. I have done special education testing and am qualified to do that type of work.

6. Describe the role that the board will play in the charter school's operation.

I believe that I would be in a good position to advise you about what good classroom instruction and curriculum look like. I think that MVA is going to need to have a very strong social interaction component to be successful and I would have ideas for that piece. I could advise you on special education issues and how students with disabilities could be successful in a charter setting. I have ideas of about school funding and would want to find opportunities to assist you in being a partner with public schools for resources and PD.

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Social connections.
Partnerships with public schools in Maine.

8. What is your understanding of the appropriate role of a public charter school board member?

My role would be to offer my advice and to share my experiences and ideas as the Board moves forward.

9. How will you know that the charter school is succeeding (or not) in its mission?

It will be successful when its students can demonstrate that they are able to achieve academically and become "college and career" ready.

Sign Beth A. Loring Date 7/29/14
Beth Loring 8/15/14

For your convenience in completing, this sheet is located on our website (<http://www.maine.gov/csc/>).

Board Member Information Sheet

Directory Information

Name of proposed Public Charter School Maine Virtual Academy

Name of Board Member Kevin Pomerleau

Mailing Address 25 Kelsie Lane, Lyman Maine 04002

Telephone (Home) 207-604-4960

Telephone (Business) 207-541-9421

Email Address Kevin@GES.US

Occupation President/ CEO

Questions:

1. How long have you resided in Maine (the catchment area)?

40 years

2. Why do you wish to serve on the governing board?

Personal goal is to offer my experience in running a business into value for select board positions.

3. What interests or concerns do you have regarding the proposed public charter school?

I have personal experience with the public school system and their lack of flexibility for my family member during a troubling period. I feel that charter schools would have been a solid option if available for my family situation.

4. Please list any previous or present educational involvement; such as board member, budget committee, citizens committees, etc. List school(s) or district(s).

No experience in educational scenarios but I have significant experience in management of sensitive topics as shown on my resume.

5. What special qualifications do you have that will help you to be a board member?

- CEO/ President experience through a variety of business topics
- Personal involvement with Maine public schools lack of understanding of solid educational options for kids
- Maine resident of both central and southern Maine for 40+ years

- Thorough understanding of working within a team to meet outlined objectives

6. Describe the role that the board will play in the charter school's operation.

Educational/ lobbying tool

7. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- State involvement/ partnering campaign
- Educational campaign
- Marketing
- Community involvement
- Feedback of successes

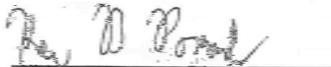
8. What is your understanding of the appropriate role of a public charter school board member?

To fully participate and support the boards mission to assure the success of charter school options in the State of Maine to provide options and benefits to Maine residents.

9. How will you know that the charter school is succeeding (or not) in its mission?

I will know if this program is successful mostly be the resident participation and parent feedback. The board will need to outline a comprehensive evaluation matrix in order to completely understand the success of challenges.

Sign:



Date: 7/13/2014

For your convenience in completing, this sheet is located on our website (<http://www.maine.gov/csc/>).

Tab 30 – Board Profile

Maine Learning Innovations Board Matrix										
Qualifications/ Experience	Board Members							Advisors to the Board		
	Amy Carlisle (Chair)	Peter Mills (Secretary)	Ed LeBlanc (Treasurer)	Alan Casavant	Beth Lorigan	Kevin Pomerleau	James Chiovacci (academic advisor)	Richard Abramson (academic advisor)	Tim Walton (voc/bus advisor)	
Financial Management		✓	✓		✓			✓		✓
Fundraising	✓	✓					✓			
Parent and Community Engagement	✓	✓		✓				✓		
Performance Management	✓	✓	✓		✓			✓		
Legal	✓	✓								
Curriculum, Instruction, Assessment		✓		✓				✓		
School Leadership, Administration and Governance					✓				✓	
Human Resources	✓	✓			✓			✓		
Government Relations and Issues	✓	✓		✓				✓		✓
Technology		✓	✓		✓			✓		
Facilities					✓			✓		✓
Marketing and Communications						✓		✓		✓
Professional Development					✓			✓		✓

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TAB 31 – Board Officers and Committee Chairs

MAINE LEARNING INNOVATIONS

OFFICERS

President	Amy E. Carlisle
Secretary	S. Peter Mills
Treasurer	Edward S. LeBlanc

MAINE LEARNING INNOVATIONS COMMITTEE CHAIRS

Board committees have not yet been established, therefore there are no committee chairs at the time of the charter application.

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D. Business and Financial Services

This section deals with managing the business that supports the program of the school. Applicants will be expected to pay attention to the need to manage the business carefully and to report on the success of school leaders in managing that business according to adopted budgets. Without a sound business plan and qualified people to manage against the plan, the school cannot succeed. Reviewers of the Application will want to be convinced that there is a sound plan and a sound financial infrastructure to support the plan.

D.1 Budget

Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

The Governing Board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the CEO and CFO to ensure that the financial needs of MEVA are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools. Several members of the Board have substantial experience with managing budgets that utilize State and local funds and will apply their expertise to governance issues relating to the school's finances.

The Finance Committee and the CFO will work together to prepare and implement internal controls and processes to protect the assets of the school and minimize the possibility of fraud or misuse of funds. The internal controls and procedures manual will address the following, at a minimum. This is not intended to be an exhaustive list.

Cash receipts and disbursements

- Authorized signatories
- Approval authority levels
- Segregation of duties
- Monthly bank reconciliations

Procurement Process

- Purchase requisitions
- Approved vendors
- Approved authorizers re: purchase orders
- Reconciliations that product and services invoiced have been received

Human Resource Policies and Processes

- To address the approval of all hires and salaries
- To ensure there are no conflicts of interest among hired MEVA staff
- Ensure the confidentiality of all personal and personnel information
- Ensure benefits are competitive and provided
- Ensure compliance with all local, state and federal laws and regulations
- Implement an employee performance evaluation system

- Provide staff with professional development opportunities

Fixed Asset Policy

- Dollar amount for capitalization
- Depreciation periods
- Asset tagging
- Annual inventories

Budgeting, Forecasting and Reporting Processes

- All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3) entities.
- Annually the CFO will prepare a “working budget” in March for review by the Finance Committee and the Governing Board. Working with the Board and Committee, the CFO will make all necessary arrangements for final Budget approval by May 15th for the succeeding fiscal year.
- Monthly the CFO will prepare a financial report for the Board which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet.
- All variances from the approved Budget will be investigated and explained.
- Quarterly, based upon year-to-date results, the CFO will prepare a full year forecast for comparison to the approved budget. This will enable the Governing Board to take the necessary actions, if any, to ensure the budget is met.
- The CFO will ensure monthly that all regulatory reports are filed in a timely manner.
- The CFO, working with the Finance Committee and the Governing Board, will identify an independent accounting firm to audit the MEVA books and controls annually. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the Governing Board.
- The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately.
- The CFO will work with the Board of Directors to procure federal entitlement funds, state funds, and other grants and ensure that each is properly accounted for in accordance with Fund Accounting standards.

Describe the roles and responsibilities of the school’s administration and governing board for school finances and distinguish between each.

The Board of the School is fully responsible for all governance of the school, and ultimately responsible for all management, policy and budgeting decisions impacting the school and its students. The Board shall employ the Chief Executive Officer, Chief Financial Officer all general and special education teachers, counselors, etc. for the Program. The Chief Financial Officer shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12 pursuant to the terms of the product and services agreement. The governing board will establish a Finance Committee made up of knowledgeable individuals who will work closely with the MEVA CEO, CFO and Board to ensure that the financial needs of the school are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The CFO, in consultation with K12, will oversee the preparation of a proposed annual budget for the Program, including projected revenues, expenses and capital expenditures. The CFO will be responsible for presenting the annual school budget to the Governing Board for adoption. The CFO and K12 may submit to the Board proposed modifications to the annual Program budget to take into account the actual Program student enrollment for each school year, other changes in key assumptions or other changes deemed necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final Program budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days.

The CFO will assume responsibility for necessary planning, forecasting, accounting and reporting functions as appropriate and will coordinate any third party audit(s) of the Program. The CFO will work with K12 as part of the services provided in the Services Agreement to establish the school's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations. The CFO will be adept at using financial software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines.

K12 shall, upon request of the Board, (i) prepare and submit reports on the Program's finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter, and (ii) provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the Program's operations.

Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

As required by PL414 §2412(7), MEVA will adhere to generally accepted accounting principles and will annually engage an external auditor to do an independent audit of the school's finances. The audit will be conducted according to Government Auditing Standards by an independent Certified Public Accountant licensed in Maine. The school will provide all necessary financial records, documentation, and data required to complete the financial audit in a timely manner. The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately. MEVA will submit the audit to the Maine Charter School Commission and to the department.

Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

The School will adopt an annual Program budget for each Fiscal Year during the term of the charter. The School's Chief Financial Officer and K12 will develop and present to the Board (or its authorized delegates or subcommittee) a proposed annual Program budget for each Fiscal Year by March 15 for the following fiscal year, and the Board shall finalize an annual Program budget by May 15 for the following fiscal year. All financial reports, to include those addressing any variances, will be shared with the authorizer and will be readily available to the public. The information will be presented at an annual Board meeting and as such will simultaneously be made available to the public.

Describe any services to be contracted, such as business services, payroll and auditing services, including the anticipated costs and criteria for selecting such services.

The K12 Administrative and Technology Services are listed in the draft services agreement (see Exhibit A in **Tab 41** and excerpts below). For the administrative and technology services listed in the agreement, the School will pay K12 eight percent and seven percent respectively of program revenues. The administrative functions (i.e. payroll, benefit management, etc...) of MEVA's staff that are employed by K12 would not be the responsibility of the school. Administrative function related to the CEO, CFO, general and special education teachers and counselors are the school's responsibility as they are employed by the MEVA Board. The MEVA board can contract with K12 or some other entity to provide administrative services for their staff but the Board still is the "employer".

II. Administrative Services: During the Term, K12 and its Affiliates will provide or cause to be provided to School the administrative services (the "Administrative Services") set forth below. K12 will provide the Administrative Services at School's Facility and from K12's offices in Herndon, Virginia and elsewhere, as deemed necessary in K12's discretion.

1. Educational Program Consulting. Provide expertise on educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, K12's recommendations for the Program will be consistent with Applicable Law and the Charter.
2. Personnel Assistance. Assist in the supervision of personnel providing Educational Products, Administrative Services, and Technology Services. Management of Program employees including recruiting; hiring recommendations; reference, certification and background checks (including if requested, performing payroll functions or securing of payroll services; negotiation, securing and management of health, retirement and other benefits which shall be School's responsibility). Recommend human resources policies, bonus plans, and strategic plans for staffing, development, and growth. Provide teacher performance evaluation models to School and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting.

3. Insurance. At the discretion of the MEVA Board, assist the School with obtaining general liability insurance or other insurance required with a reputable carrier for the School in accordance with this Agreement, the Charter, (the Lease if applicable) and Applicable Law.
4. Facility Management. At the discretion of the MEVA Board, identify location of the School's initial or supplemental facility(ies) for the Program. Together with School's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments.
5. Business Administration. In conjunction with the Chief Financial Officer provide administration of business aspects and day-to-day management of the Program. These services shall include at the discretion of the MEVA Board:
 - a. Consultation, and services as liaison for School with the Charter Authorizer, and other governmental offices and agencies;
 - b. Consultation and advice regarding special education programs, processes, support services and reimbursements;
 - c. Consistent with other provisions of the Agreement, provide school administrative staff as appropriate;
 - d. Work with School's counsel, if any, on legal matters affecting the Program;
 - e. Assist with preparation of forms, operations manuals, handbooks, guides, and policies and procedures as necessary or required by the Charter or Charter Authorizer;
 - f. Consultation with respect to, and monitoring and oversight of, state reporting systems;
 - g. Assist School in identifying and applying for grants and other funding opportunities;
 - h. Assist with the administration of federal entitlement programs (e.g., Title I, I.D.E.A.);
 - i. Assist with arranging contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf;
 - j. Assist with establishing and implementing policies and procedures to maintain proper internal controls; and
 - k. Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.
 - l. Provision of regulatory compliance services, including responses to audits.
6. Budgeting and Financial Reporting.
 - a. Under the supervision of the MEVA CFO, contribute to the preparation of a proposed annual budget for the Program, including projected revenues, expenses and capital expenditures, following the process designated in the agreement.
 - b. As practical and as possible, provide to School on a periodic basis, but no more frequently than monthly, detailed statements of all revenues received, from whatever source by the Program, and detailed statements of all direct expenditures for services rendered to the Program.
 - c. Provide to School all financial reports required under Applicable Law and by the Charter Authorizer.
 - d. Subject to any confidentiality obligations imposed on K12 by third parties, provide to

School such other information either required by the Charter Authorizer to be made available to School or the Charter Authorizer requested by School, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.

7. Financial Management.

- a. Assist in necessary planning, forecasting, accounting and reporting functions as appropriate.
- b. Assist and coordinate in any third-party audit(s) of the Program.

8. Maintenance of Financial and Student Records.

- a. K12 will maintain and keep the records and books of the Program at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of School disclosing to K12 the Program student's educational records.
- b. K12 will maintain accurate financial records pertaining to the operation of the Program and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.
- c. K12 will maintain accurate student records pertaining to students enrolled in the Program in the manner required by Applicable Law, and retain such records on behalf of School at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of School.
- d. Ensure accessibility of Program records to School, its independent auditor and the State for completion of audits required by Applicable Law. The Parties understand that all financial, educational and other records, regardless of source of origin, are the property of School. The Parties agree to maintain, retain, disclose, and withhold Program records as may be required and in the manner required by Applicable Law.

9. Student Discipline. Provide necessary information and cooperate with School on the handling of all student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for School adoption consistent with Applicable Law.

10. Annual Reports to Charter Authorizer. Assist the school to create, design, and arrange for publication and dissemination of an annual report regarding the Program.

11. Teacher Effectiveness and Training. Develop new teacher training and ongoing professional development for teachers. Develop and maintain the K12 Teacher Handbook. Host ongoing teacher professional development sessions throughout the school year for new and returning teachers.

12. Charter Authorizer Policies and Charter Renewal. Assist School in complying with all applicable Charter Authorizer policies as reasonably interpreted to apply to the Program.

Assist School with drafting the Program’s Charter renewal application, including working with School to develop any necessary budgetary and curriculum information. Prepare Board members to present and defend School’s Charter renewal application before the Charter Authorizer.

13. Instructional Property Management. Recommend to School draft policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.
14. Grants and Donations. On behalf of the Program, and with the approval of the Board, K12 may solicit and receive grants and donations from public funds through competitive or non-competitive processes, and private sources consistent with the Program’s objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the School and such fund shall be used as designated.
15. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

III. Technology Services: During the Term, K12 and its Affiliates will provide or cause to be provided to School the technology services (the “Technology Services”) described below. K12 will provide the Technology Services at School’s Facility (defined below) and from K12’s offices, as deemed necessary and in K12’s discretion.

1. 24-7 monitoring of production services, i.e., SAMS and the on-line learning management system;
2. Monitor and analyze system data, to fix production issues as they may arise;
3. Generate reports on pupil academic performance, attendance and progress;
4. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the Charter School;
5. Train school staff, as deemed appropriate and necessary, on technology systems;
6. Develop, design, publish, and maintain the Program’s interactive website;
7. Install and maintain the Program’s computer network;
8. Generate reports;
9. Develop community tools on the school’s website and K12 platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);
10. Determine hardware configurations (including software and operating systems) for the school’s technology needs;
11. Provide onsite and telephone support for the Program administration in troubleshooting system errors, and telephone support for students;
12. Propose for the School adoption policies and procedures regarding the responsible use of computer equipment and other school property;
13. Support teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;

14. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;
15. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
16. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
17. Prepare for, supervise, and implement all system roll-overs at the end of each academic year;
18. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed;
19. Support and design the Program's accounting system;
20. Provide online enrollment, registration and placement services;
21. Provide school email accounts for school employees;
22. Provide School care and technology support services on the learning management system, computer and software issues;
23. Oversee changes to the Program website to maintain quality assurance and make sure that there are not "version control" problems;
24. Coordinate security, creative, and content issues pertaining to the website;
25. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
26. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
27. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

Submit a completed Charter School Budget Template. In developing your budget, please use the per-pupil revenue projections that can be obtained from the Maine Department of Education.

Note: The Charter School receives 96% of the per-pupil revenue projections; 1% remains with the resident district; 3% to the Commission by the resident.

Detail the school's estimated revenues and expenditures for the first three full years of the proposed term of the charter. Also, provide a monthly cash flow analysis of for the first fiscal year of operation (July 1 – June 30) and for the pre-opening startup period.

Discuss how the charter school will be able to demonstrate a cash reserve by the end of year 3, sufficient to cover expenses for 2 months or more.

Present in a budget narrative how the budget aligns with and supports implementation of the educational program. Also include a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing level costs and consideration of adequate resources to provide unanticipated special education costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations and fundraising). Include the following:

- **Per-Pupil Revenue;**

- **Anticipated Funding Sources.** Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends;
- **The school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated;**
- **Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening;**
- **Anticipated fundraising activities and expected contributions;**
- **If the school anticipates incurring debt for any reason, such as for acquisition of its facility, the budget must address the schedule for debt repayment and the budget discussion should elaborate on the repayment assumptions and plan.**

The budget for the first 3 years of Maine Virtual Academy's operations, detailing the school's estimated revenues and expenditures, enrollment projections, staffing projections, pre-opening cash flow, first year (July 1, 2015 to June 30, 2016) operating cash flow, and budget assumptions is included in **Tab 32**.

The Board will also adopt an annual operating budget as well as receiving, reviewing, and approving monthly financial statements.

At the request of the MEVA Board, K12 may issue an interest free start-up loan to finance the start-up expenses as detailed in the Pre-Opening Budget.

Some traditional start-up costs (such as recruitment) are not allocated within the Pre-Opening Budget. The list below represents items/costs that might typically be represented in a Pre-Opening Budget that are not reflected in the MEVA Pre-Opening Budget because they are a part of K12 services under the educational products and services agreement.

School Administration

- Administrator sourcing, selection, training, oversight
- Teacher sourcing, recommendation, training, oversight
- Systems infrastructure designed for a virtual environment
- School community-building
- Student recruitment resources and expertise
- Enrollment processing and placement expertise
- Website development and maintenance
- Creative services for recruitment and messaging

Public Information Sharing and Student Enrollment

- Develop and implement public awareness programs through numerous media outlets
- TV

- Radio
- Internet
- Extensive web-based information efforts for schools
- Search engine programs
- Banner ads
- Monthly e-mail communications with school news and events
- Distribute mail and school brochures to interested families
- In person and online events to educate interested families

HR Support

- K12 staff supporting school
- Recruiting for K12 school based positions
- Background checks for all K12 employees and to the School's employees to the extent required under Applicable

Legal Support

- K12 provides legal support to schools on topics including:
 - Family Education Rights and Privacy Act (FERPA)
 - Charter School Law
 - NCLB and other Federal Education Laws and Regulation
 - Employment Law
 - Public Records and Other School Records Issues
 - Real Estate

Key Budget Assumptions

The budget uses conservative estimates for two sources of revenues: (1) the EPS per-pupil funding average of \$6,700 for Grades 7-12 for all three years of the budget; and (2) per pupil funding for special education services of the 127.8% less 1% district withheld equals 126.8% of EPS per-pupil funding which equals \$8,476.97. The EPS per pupil funding was calculated by using the FY13 average PPR rate for a base starting point. Maine Virtual Academy will apply for a three year USDOE Public Charter School Grant Program Planning and Implementation (startup) Grant, either from the Maine Department of Education, if it is approved to administer this federal charter school startup grant program, or directly from USDOE. In our proposed budget we have not included this grant funding as a source of revenue since it is a competitive process rather than an entitlement grant. If grant funds are secured, grant money could be used for startup expenses such as the purchase of instructional technology equipment and licenses, test preparation resources including Study Island and NWEA MAP, curriculum and instructional materials, teacher training and monthly teacher professional development, board development, and consulting fees including an external evaluation of the effectiveness of the Academy's instructional program. MEVA will also apply for private and state grants, as appropriate, to support activities and services above and beyond the primary instructional program.

Cash Reserve

Based on our conservative revenue estimates and careful planning and budgeting of expenses, we project that, at the end of each year of the initial three year budget, there will be a surplus (End of Year 1 Surplus of \$217; End of Year 2 Surplus of \$281,493; and End of Year 3 Surplus of \$477,953) (see **Tab 32**). The average monthly operational (K12 billings excluded) costs in Year 3 are projected to be approximately \$144,439 (see **Tab 32**). With projected enrollment growth of 24% in Year 4, average Year 4 monthly operational costs are estimated to be approximately \$178,262. Projected total cash surplus at the end of year 3 is approximately \$709,663, demonstrating adequate cash reserve to cover more than 2 months of projected operational costs after Year 3. We estimate that the reserve will cover 4 months. As in prior years, a surplus is planned in Year 4 and all projected costs paid in full.

Meeting Potential Budget and Cash Flow Challenges

As a virtual school (compared to a traditional brick and mortar school), MEVA will not incur the expenses of school buildings, daily student transportation, food service, etc. In the event of lower student enrollment, we would scale our instructional staff appropriately. The School's Chief Financial Officer and K12 may submit to the Board proposed modifications to the annual Program budget to take into account the actual Program student enrollment for each school year, other changes in key assumptions or other changes deemed necessary or appropriate. The Parties will work in good faith to agree in writing about modifications to the final Program budget.

Maintaining Financial Viability

MEVA will maintain a balanced budget and comply with the budgeting reserve requirements outlined in the RFP. MEVA has proposed a conservative budget for SY 14-15 that balances and shows a small surplus. MEVA anticipates balanced budgets in future school years as well, however, as detailed in the agreement with K12 at Section 4, should budget conditions materialize that may threaten the fiscal balance, a process is in place to achieve a balanced budget through negotiation and adjustment with K12. It is important to note that, under no circumstances related to any budget issues, would the K12 Agreement terminate in the middle of any school year.

Required Tabs

32. Budget for first 3 years, including a staffing schedule, enrollment by grade, benefits and other budget assumptions, opening year monthly cash flow analysis and pre-opening period budget and cash flow

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Maine Virtual Academy (MEVA)
TAB 32. Budget

NOTES

Use this workbook for all required financials.
Copy the entire Workbook.
Rename it to your school and submit in application.

Budget Please note assumptions in the appropriate section of the Application.
Worksheet cells should contain any formulas used for calculations.
Do not remove any rows that are unused by your school.

Enrollment Staffing assumptions should be stated (number of students per teacher).

Staffing Position Descriptions are approximate. Use your own for each position.
Add rows as necessary to list all positions supported by the budget.
Salaries for unfilled positions are approximate.

Excel Toolbar Tabs:

Notes
Budget
Enrollment
Staff
Pre-Opening Cash Flow
Operating Cash Flow

Address: P/CSC/RFP TABS - EXHIBITS A-E

Maine Virtual Academy (MEVA) TAB 32. Budget	Budget Template			Year	Year Two	Year Three	Special Ed Contracted Services (OT, PT, Speech etc). \$1,600 per special ed enrollment per year. Special ed population assumed to be 15%
	Pre-Opening	Year One	Year				
Contracted Services		63,468		96,000	126,000		
Other:							
Special Education	\$ -	\$ 130,538	\$ 197,562	\$ 252,835			
Supplemental Programs & Services							
Athletic Programs							
Art & Enrichment Programs							
Summer/Bridge School/Programs							
After-School Programs							
Community Service Programs							
English Language Learner Programs							
Music Programs							
Tutoring Programs							
Uniforms							
Other:							
Supplemental Programs	0	0	0	0	0		
Library							
Librarian Salary & Benefits							
Books & Other Reading Materials							
Furniture							
Computers/Software							
Audiovisual Equipment							
Other:							
Library	0	0	0	0	0		
Student Support Program & Services							
Nurse Salary & Benefits		10,000	10,000	10,000	10,000	10,000	Contracted Nurse services
Health Supplies & Equipment							
Guidance Counselor Salary & Benefits		47,850	52,943	52,943	118,919		Counselor salaries/benefits (7-8 and HS). See staffing tab for more detail on number of staff. Includes bonus potential and benefit rate of 35%
School Psychologist Expense							
Volunteer Expense		2,293	8,594	8,594	14,405	14,405	other, grows with enrollment
Other:							
Student Support	\$ -	\$ 60,143	\$ 71,537	\$ 143,324			
Facilities							
Rent/Leas/Mortgage	5,875	70,500	72,615	74,793	74,793	4,700 sq ft. \$15/sq foot. 3% annual increase	
Maintenance Salaries & Benefits							
Maintenance & Repair Expenses							
Utilities							
Telephone	1,750	1,200	1,260	1,260	1,323	\$100 per month rental cost. 5% annual increase	
Internet Services	1,000	6,000	6,300	6,300	6,615	\$500 per month rental cost. 5% annual increase	
Fire & Security							
Custodial Services							
Custodial Supplies							
Waste Disposal							
Other:		3,493	3,622	3,622	3,756	misc of facilities like a repair	

Maine Virtual Academy (MEVA)			Enrollment Template	
TAB 32. Budget				
Grade	Year One	Year Two	Year Three	
Pre-Kindergarten				
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				
5th Grade				
6th Grade				
7th Grade	50	67	87	
8th Grade	50	67	87	
9th Grade	70	94	124	
10th Grade	60	80	105	
11th Grade	40	53	70	
12th Grade	30	40	52	
	-----	-----	-----	
Total	300	400	525	
Est. Daily Avg.	95%	95%	95%	
Student Characteristics, Totals by Characteristic				
Students residing outside the catchment area?	0	0	0	
Students with low income status?	132	176	231	44% Free and Reduced
Students with special needs?	45	60	79	15% Special Ed

Maine Virtual Academy (MEVA)		Staffing Template		
TAB 32. Budget				
Budget Category	Position Name	% FTE	Salary	Notes
Instructional Services	Teacher	100	\$ 34,000	8 FTE - 7-12 Reg Ed Teachers, excludes 10% bonus potential (K12 part time teachers will be used in years 1-3)
	Teacher			
	Teacher			
Special Education	Special Ed Teacher	50	\$ 34,200	7-8 Spec Ed Teachers, excludes 10% bonus potential
	Special Ed Teacher	100	\$ 34,200	HS PT Spec Ed Teacher, excludes 10% bonus potential
Supplemental Programs	Coach			
	Art Teacher			
	Music Teacher			
	ELL Teacher			
	Tutor			
Library Programs	Librarian			
Student Support	Nurse			(Nurse is included in contracted services for \$10K in budget)
	Guidance Counselor	100	\$ 36,000	FT Counselor, excludes 10% bonus potential
Facilities	Custodian			
	Maintenance Worker			
Transportation/Food Service	Bus Driver			
	Cafeteria Worker			
	Cafeteria Worker			
Administration & Support	Head of School			
	Curriculum Director			
	Finance Director			
	Receptionist			
	Admin. Assistant			
	CEO	100	\$ 95,000	Board employee
	CFO	100	\$ 65,000	Board employee
	Program Mgr	100	\$ 80,000	K12 employee (Included in Admin services Fee)
	Office Admin/Registrar	100	\$ 30,000	K12 employee (Included in Admin Services Fee)

Maine Virtual Academy (MEVA) TAB 32. Budget	Pre-Opening Cash Flow											
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Revenues												
Per-Pupil Allocation												
Federal Entitlement Funds												
Federal and State Grants												
Foundation Grants												
Fundraising Events												
Parent Contributions												
In-Kind Contributions												
Other Interest free Start up Loan										\$ 250,000		
	0	0	0	0	0	0	0	0	0	0	0	0
Expenses												
Research & Planning												
Market Research												
Curriculum Development												
Application Costs												
Consultants												
Staff Recruitment												
Board Recruitment												
Website Development												
Marketing Materials												
Nonprofit Incorporation												
Admissions Lottery												
Other:												
	0	0	0	0	0	0	0	0	0	0	0	0
Research & Planning												
Instructional Services												
Teacher Salaries & Benefits												
Substitute Salaries & Benefits												
Aides Salaries & Benefits												
Textbooks												
Classroom Supplies												
Classroom Furniture												
Classroom Equipment												
Academic Computers/Software												
Staff Development												
Travel & Conferences												
Other:												
	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Services												
Special Education Services												
Teacher Salaries & Benefits												
Aides Salaries & Benefits												
Special Facilities/Equipment												
Curriculum												
Instructional Materials												
Contracted Services												

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
<i>Transportation & Food Service</i>												
Busing Costs												
Driver Salary & Benefits												
Field Trip Expense												
Food Service Salaries & Benefits												
Food Service Supplies & Equipment												
School Breakfast Expense												
School Lunch Expense												
School Snacks Expense												
Other:												
Transportation & Food Service	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Administration & Support</i>												
Administrators' Salaries & Benefits											\$ 10,688	\$ 10,688
Staff Salaries & Benefits												
Office Supplies												\$ 5,000
Photocopy Expense												\$ 1,750
Administrative Computers/Software												\$ 2,000
Office Equipment												
Postage & Shipping												
Bookkeeping & Audit												
Payroll Services												
Banking Fees												
Interest Expense												
Legal Services											\$ 5,000	\$ 5,000
Liability & Property Insurance												\$ 1,250
Directors' & Officers Insurance												
Marketing												
Grant Writing												
Board Expense												
Staff Recruitment Expense												
Administration & Support	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,688	\$ 25,688
TOTAL EXPENSES	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,688	\$ 34,313
SURPLUS or (DEFICIT)	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ 250,000	\$ (15,688)	\$ (34,313)
Cumulative Cash Flow	0	0	0	0	0	\$ -	\$ -	\$ -	\$ -	\$ 250,000	\$ 234,313	\$ 200,000

Maine Virtual Academy (MEVA) 2015-2016 School Year TAB 32. Budget	Address: PICSC/RFP TABS - Exhibits A-E											
	July	August	September	October	November	December	January	February	March	April	May	June
Revenues												
Per-Pupil Allocation	\$ -	\$ -	\$ 597,866	\$ -	\$ -	\$ 597,866	\$ -	\$ -	\$ 597,866	\$ -	\$ -	\$ 597,866
Federal Entitlement Funds												
Federal and State Grants												
Foundation Grants												
Fundraising Events												
Parent Contributions												
In-Kind Contributions												
Other Start up Loan carryover	\$ 200,000											
	\$ 200,000	\$ -	\$ 597,866	\$ -	\$ -	\$ 597,866	\$ -	\$ -	\$ 597,866	\$ -	\$ -	\$ 597,866
Expenses												
Research & Planning												
Market Research												
Curriculum Development												
Application Costs												
Consultants												
Staff Recruitment												
Board Recruitment												
Website Development												
Marketing Materials												
Nonprofit Incorporation												
Admissions Lottery												
Other:												
Research & Planning	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Services												
Teacher Salaries & Benefits	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986	\$ 29,986
Substitute Salaries & Benefits												
Aides Salaries & Benefits												
Textbooks												
Classroom Supplies												
Classroom Furniture												
Classroom Equipment												
Academic Computers/Software	\$ 7,000	\$ 7,000										
Staff Development	\$ 2,666			\$ 2,666								
Travel & Conferences												
Other:	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537	\$ 1,537
	\$ 41,189	\$ 38,523	\$ 31,523	\$ 34,189	\$ 31,523	\$ 31,523	\$ 37,956	\$ 34,829	\$ 34,829	\$ 37,494	\$ 34,829	\$ 34,829
Instructional Services	\$ 41,189	\$ 38,523	\$ 31,523	\$ 34,189	\$ 31,523	\$ 31,523	\$ 37,956	\$ 34,829	\$ 34,829	\$ 37,494	\$ 34,829	\$ 34,829
Special Education Services												
Teacher Salaries & Benefits	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263	\$ 5,263
Aides Salaries & Benefits												
Special Facilities/Equipment												
Curriculum												
Instructional Materials												
Contracted Services	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289	\$ 5,289

Maine Virtual Academy (MEVA) 2015-2016 School Year TAB 32. Budget	Address: P/CSC/RFP TABS - Exhibits A-E											
	July	August	September	October	November	December	January	February	March	April	May	June
Revenues												
Other:												
Special Education	\$ 10,552	\$ 10,552	\$ 10,552	\$ 10,552	\$ 10,552	\$ 10,552	\$ 10,552	\$ 10,552	\$ 10,552	\$ 10,552	\$ 10,552	\$ 14,471
Supplemental Programs & Services												
Athletic Programs												
Art & Enrichment Programs												
Summer/Bridge School/Programs												
After-School Programs												
Community Service Programs												
English Language Learner Programs												
Music Programs												
Tutoring Programs												
Uniforms												
Other:												
Supplemental Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library												
Librarian Salary & Benefits												
Books & Other Reading Materials												
Furniture												
Computers/Software												
Audiovisual Equipment												
Other:												
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Support Program & Services												
Nurse Salary & Benefits	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833
Health Supplies & Equipment												
Guidance Counselor Salary & Benefits	\$ 3,713	\$ 3,713	\$ 3,713	\$ 3,713	\$ 3,713	\$ 3,713	\$ 3,713	\$ 3,713	\$ 3,713	\$ 3,713	\$ 3,713	\$ 7,013
School Psychologist Expense												
Volunteer Expense												
Other:	\$ 191	\$ 191	\$ 191	\$ 191	\$ 191	\$ 191	\$ 191	\$ 191	\$ 191	\$ 191	\$ 191	\$ 191
Student Support	\$ 4,737	\$ 4,737	\$ 4,737	\$ 4,737	\$ 4,737	\$ 4,737	\$ 4,737	\$ 4,737	\$ 4,737	\$ 4,737	\$ 4,737	\$ 8,037
Facilities												
Rent/Leas/Mortgage	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875	\$ 5,875
Maintenance Salaries & Benefits												
Maintenance & Repair Expenses												
Utilities												
Telephone	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
Internet Services	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Fire & Security												
Custodial Services												
Custodial Supplies												
Waste Disposal												

	Address: PICSC/RFP TABS - Exhibits A-E												
	July	August	September	October	November	December	January	February	March	April	May	June	
Maine Virtual Academy (MEVA)													
2015-2016 School Year													
TAB 32. Budget													
Revenues													
Other:	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291	\$ 291
Facilities	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766	\$ 6,766
Transportation & Food Service													
Busing Costs													
Driver Salary & Benefits													
Field Trip Expense													
Food Service Salaries & Benefits													2,000
Food Service Supplies & Equipment													
School Breakfast Expense													
School Lunch Expense													
School Snacks Expense													
Other:													
Transportation & Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Administration & Support													
Administrators' Salaries & Benefits													\$ 577,119
Staff Salaries & Benefits			\$ 17,936			\$ 17,936			\$ 17,936				\$ 17,936
Office Supplies	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667	\$ 667
Photocopy Expense													
Administrative Computers/Software	\$ 1,917	\$ 11,688	\$ 1,917	\$ 19,505	\$ 13,642	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,916	\$ 1,916	\$ 1,917	\$ 1,917
Office Equipment	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833	\$ 833
Postage & Shipping	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125
Bookkeeping & Audit													
Payroll Services													
Banking Fees													
Interest Expense													
Legal Services				\$ 2,500			\$ 2,500						\$ 2,500
Liability & Property Insurance	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155	\$ 1,155
Directors' & Officers Insurance													
Marketing													
Grant Writing				\$ 2,500				\$ 2,500					
Board Expense	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Staff Recruitment Expense													
Administration & Support	\$ 5,297	\$ 15,068	\$ 23,233	\$ 27,885	\$ 17,022	\$ 23,233	\$ 7,797	\$ 7,797	\$ 25,733	\$ 5,296	\$ 5,297	\$ 602,852	\$ 602,852
TOTAL EXPENSES	\$ 68,540	\$ 75,646	\$ 76,811	\$ 84,128	\$ 70,600	\$ 76,811	\$ 67,807	\$ 64,680	\$ 82,616	\$ 64,845	\$ 62,180	\$ 1,596,583	\$ 1,596,583
SURPLUS or (DEFICIT)	\$ 131,460	\$ (75,646)	\$ 521,055	\$ (84,128)	\$ (70,600)	\$ 521,055	\$ (67,807)	\$ (64,680)	\$ 515,250	\$ (64,845)	\$ (62,180)	\$ (998,717)	\$ (998,717)
Startup Loan payback			(200,000)										
Cumulative Cash Flow - \$200,000 carried forward	\$ 131,460	\$ 55,814	\$ 376,869	\$ 292,741	\$ 222,141	\$ 743,197	\$ 675,389	\$ 610,709	\$ 1,125,959	\$ 1,061,114	\$ 998,934	\$ 217	\$ 217

D.2 Financial Management

Describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management. Describe how the school's finances will be managed and who will be responsible for the protection of student and financial records. Describe the relationship of the chief financial officer to the Governing Board (Board finance committee). Your response should address, among other things, the school's plans in the following areas:

- **Development and maintenance of a chart of accounts that complies with accounting standards and supports appropriate financial reporting;**

The CFO will assume responsibility for necessary planning, forecasting, accounting and reporting functions as appropriate and will coordinate any third party audit(s) of the Program. All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3) entities. The CFO will work with K12 to establish the school's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations. We will customize the chart of accounts to the proper format required by the state of Maine for easy upload and also for audit preparation.

The CFO will be adept at using the accounting software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines. Beginning in Year 2 of operations, the Office Administrator/Registrar will be trained to assist with financial data entry.

- **Provisions for monthly and annual financial reports and an annual audit;**

The Board will make the CFO and K12 aware of the financial reports they require monthly, e.g. profit and loss statements, cash flow statements, bank statements, etc. The CFO will present the documents to the Board each month for review and acceptance. Each month, financial reports and data including payroll, journal postings, budget trackers, transaction details reports and bank statements will be reviewed by the CFO and CEO for approval in accordance with regulatory compliance.

Annually the Chief Financial Officer will prepare a "working budget" in March for review by the Finance Committee and the Governing Board. Working with the Board and Committee, the CFO will make all necessary arrangements for final Budget approval by May 15th for the succeeding fiscal year. Monthly the CFO will prepare a financial report which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet. All variances from the approved Budget will be investigated and explained. Quarterly, based upon year-to-date results, the CFO will prepare a full year forecast for comparison to the approved budget. This will enable the Board to take the necessary actions, if any, to ensure the budget is met.

The Chief Financial Officer will ensure monthly that all regulatory reports are filed in a timely manner.

As previously described in Section D.1, as required by PL414 §2412(7), MEVA will adhere to generally accepted accounting principles and will annually engage an external auditor to do an independent audit of the school's finances. The School will arrange for an independent audit of the Program's financial statements. The audit will be conducted according to Government Auditing Standards by an independent Certified Public Accountant licensed in Maine. The school will provide all necessary financial records, documentation, and data required to complete the financial audit in a timely manner. The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately. MEVA will submit the audit to the Maine Charter School Commission and to the department.

- **Description planned or actual financial controls;**

Internal controls are the methods and procedures used to provide reasonable assurance to:

1. Safeguard assets
2. Ensure validity of financial reports and records
3. Promote adherence to policies, procedures, regulations and laws
4. Promote effectiveness and efficiency of operations
5. Ensure financial systems are secure and backed up as needed.

The Control Principals that will be practiced at MEVA include the following:

Segregation of Duties: Duties are divided so that no one person has complete control over a key function or activity.

Authorization and Approval: Proposed transactions are authorized when they are consistent with policies, procedures, regulations and laws.

Custodial and Security Arrangements: Responsibility for custody of assets is separated from the related record keeping.

Review and Reconciliation: Records are examined and reconciled to determine that transactions were properly processed and approved.

Physical Controls: Equipment, inventories, and other assets are secured physically, counted periodically and compared with amounts shown on control records.

The Board proposes to implement the above control principals, as appropriate, to the multiple facets of Financial Management:

- Banking
- Revenue
- Expenditures
- Fixed Assets and Inventory
- Accounting, Budgetary Control & Financial Closing
- State Reporting and Annual Audit

- Annual Review of Fiscal Policies and Procedures

Below is an example of how the control principals may be implemented for managing revenue streams. Each aspect of financial management has its own proposed steps of control principles in place provided in more depth in **Tab 47**.

Internal Controls - Revenue

Segregation of Duties:

- **Direct Deposits:** The deposits related to state student funding and federal grants will automatically be deposited into the Maine Virtual Academy bank accounts. The CFO will send a copy of all backup documentation for these direct deposits to Shared Services* for posting.
- **Other Deposits:** The Administrative Assistant will open all mail and keep a ledger of all checks and cash received for the Academy and forward to Shared Services to reconcile to the actual deposits made per the bank reconciliation. Any deposits in the form of cash or check will be deposited into the Maine Virtual Academy bank account by the CFO or CEO. The CFO will send a copy of all backup documentation for these deposits to Shared Services for posting.

Custodial and Security Arrangements:

- All cash and checks are kept in a fireproof safe until deposited. Deposits will be made no later than the business day following the receipt of funds and in the same form in which the funds were received.
- Any compensation, premium, bonus or product earned as a result of the purchase of goods or services by the school becomes the property of the school.

Review and Reconciliation:

- The Administrative Assistant will issue a receipt immediately upon receipt of cash or checks.
- The CFO and Shared Services will reconcile the revenue accounts on a monthly basis to ensure that all deposits were recorded correctly. The deposit ticket or attached documentation must provide a detailed listing of the deposit, which includes at a minimum, check numbers and the corresponding names of the payers.
- The CFO will maintain a listing of open accounts receivable. The listing will be reviewed and reconciled monthly. Any delinquent receivables should be reviewed and investigated. Any write-offs must be approved by the Board.
- The CEO will approve the revenue as a part of the monthly financial closing process.

*per the Educational Products and Services Agreement, K12 will provide services to MEVA including accounting processing and financial reporting, among other school financial functions.

Annual Audit

In addition to ongoing financial controls, MEVA will arrange for a certified public accountant to conduct an independent audit of the Program's financial statements. The audit shall be

conducted in accordance with generally accepted accounting principles applicable to schools. The scope of the audit will include:

1. An examination of financial statements to express an opinion on the fairness with which the charter school presents financial position, changes in financial position, and, where applicable, cash flows of each opinion unit in those financial statements in conformity with generally accepted accounting principles.
2. An examination to determine whether operations are properly conducted in accordance with legal and regulatory requirements.
3. An examination of any additional financial information necessary to comply with generally accepted accounting principles.

Regular Board Review

The Board Treasurer will be assigned regular oversight responsibilities by the Board. As described in the Bylaws, the Treasurer shall “keep proper books of account; and prepare an annual budget and a statement of income and expenditures to be presented to the Board at their regular meeting.” The Board will receive financial statements as part of its regularly scheduled meetings, including an accounting of monthly disbursements.

- **Description of the school’s financial policies;**

MEVA will elect to follow generally accepted accounting standards for not-for-profit organizations. MEVA will maintain the following reports.

Charter School-Wide Financial Statements:

- Statement of Net Assets
- Statement of Activities

Fund Financial Statements

- Balance Sheet
- Statement of Revenues, Expenditures and Changes in Fund Balance
- Reconciliation of Statement of Revenues, Expenditures and Changes in Fund Balance to the Statement of Activities
- Others as required by Type of Funds

Monthly Reports

- Reconciliation of Cash Accounts
- Transaction Detail by Account
- Journal Entry Posting
- Balance Sheet
- Statement of Revenues and Expenditures

Managing Financial Resources

MEVA will look to four key areas in order to properly manage the School’s financial resources:

1. Planning;
2. Monitoring;
3. Operations; and
4. Governance.

Planning begins with the development and approval by the Board of the annual budget which outlines projected revenues and expenditures. As part of the annual budget, the contingency plans will be in place in case revenues are not consistent with expectations.

Once the budget has been approved, ongoing and consistent **monitoring** will occur. The CFO and CEO will develop monthly financial reports that directly align to the approved budget and will share these reports with the Board treasurer. Together, the CFO and Treasurer will review the actual revenues and expenses compared to budgets and implement any aspect of the contingency plans, as required. The consistent monitoring of the financial resources will inform the Board on any changes to the School's financial resources.

When contingency plans are implemented the CEO, CFO, and Treasurer will look at the School's **operations** to ensure that the operation of the school is efficient, this may include efficiencies in student recruitment, staffing, and school calendars, to name a few. The CEO, CFO and Treasurer will also ensure that workflow is productive and communications between the staff, the Board and the families are open and consistent. Finally, the CFO, CEO and Treasurer should be ensuring that internal controls are being implemented properly and consistently.

Interwoven among the planning, monitoring and operations aspects of managing financial resources is strong governance. **Governance** and the fiduciary responsibility of the Board will drive the management of financial resources at MEVA. The Board will govern by approving the budget; planning for contingencies; analyzing risk; monitoring, via the treasurer, any changes or deficiencies to the budget; and making any operational or organizational changes in order to properly balance and manage the School's financial resources.

The Board, with advisement from the ESP, will develop financial policies as required and may include, among others, inventory control, procurement, segregation of financial duties, and so on.

- **Description of accounting software that connects seamlessly to DOE system, Maine Education Data Management System (MEDMS)**

MEVA will implement and use Tyler Technologies Inc.'s Infinite Visions financial software (previously known, aka, Unifund, BudgetSense). This software is being used by public schools in Maine that would have comparable needs for accounting software as our proposed charter school and is compatible with MEDMS. This product has been used by more than 850 K-12 school districts nationwide.

We will customize the chart of accounts to the proper format required by the state of Maine for easy upload and also for audit preparation. The CFO will be adept at using the accounting software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines. Beginning in Year 2 of operations, the Office Administrator/Registrar will be trained to assist with financial data entry.

- **Description of required student records and their management;**

The Student Administration Management System (SAMS) is the school's master digital database. SAMS collects and provides all of the information required to manage student enrollment and monitor student performance. SAMS stores the information, organizes it, and integrates with other systems. It captures raw student data such as free and reduced lunch eligibility and special student populations information collected during student enrollment; attendance; etc. This data is then tracked on an "Omnibus" report and can be used for both state and federal reporting. MEVA plans to utilize PowerSchool to insure proper student record maintenance and ease of transfer of student records from MEVA to other public schools within Maine.

Maine Virtual Academy and its governing board will comply with the Freedom of Information Act regarding student records, administrative records, and meetings. MEVA will comply with the use of all required information systems, as specified by the Maine Department of Education and the Maine State Charter School Commission. The school will maintain cumulative records for all enrolled and withdrawn students, and will ensure the security and confidentiality of all such records in accordance with the Freedom of Information Act (FOIA) and other applicable laws such as the Family Educational Rights and Privacy Act (FERPA).

All school personnel will be trained in and adhere to FERPA to ensure the confidentiality of student records. This also includes maintaining equal levels of security on electronic transmission of information. All MEVA faculty and staff will sign a Computer and Network Acceptable Use Policy related to Internet access to student information. MEVA reserves the right to consult with legal counsel when an apparent conflict between statutes governing student records arises (e.g., FOIA and FERPA).

- **Development and dissemination of monthly and annual financial reports; and**

As previously stated in Section D.1 Budget, the CFO will assume responsibility for necessary planning, forecasting, accounting and reporting functions as appropriate and will coordinate any third party audit(s) of the Program. The CFO will work with K12 to establish the school's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations.

- All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3) entities.
- Annually the CFO will prepare a "working budget" in March for review by the Finance Committee and the Governing Board. Working with the Board and Committee, the Chief Financial Officer will make all necessary arrangements for final Budget approval by May 15th for the succeeding fiscal year.
- Monthly the CFO will prepare a financial report for the Board which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet.
- All variances from the approved Budget will be investigated and explained.

- Quarterly, based upon year-to-date results, the CFO will prepare a full year forecast for comparison to the approved budget. This will enable the Governing Board to take the necessary actions, if any, to ensure the budget is met.
- The CFO will ensure monthly that all regulatory reports are filed in a timely manner.
- K12 shall, upon request of the Board, (i) prepare and submit reports on the Program's finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter, and (ii) provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the Program's operations.
- The CFO, working with the Finance Committee and the Governing Board, will identify an independent accounting firm to audit the MEVA books and controls annually. A minimum of three firms will be considered based upon their experience in charter school audits and their reputation for quality and integrity. The sole decision will rest with the Governing Board.
- The CFO will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately.
- The CFO will work with the Board of Directors to procure federal entitlement funds, state funds, and other grants and ensure that each is properly accounted for in accordance with Fund Accounting standards.
- **Securing comprehensive insurance policies from a company that specializes in educational institutions.**

Maine Virtual Academy is working with Arthur Gallagher & Co. Insurance Brokers, licensed to work in Maine, to obtain insurance coverage. The recommended coverages (see Letter of Insurability in **Tab 37**) are comprehensive and meet or exceed recommended or mandated limits. The estimated premiums for this insurance has been included in the budget (see **Tab 32**).

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D.3 Facilities

Present a clear plan to secure appropriate facilities for administering state assessments and a plan for conducting parent-teacher conferences.

Facilities for Administering State Assessments

MEVA students will be required to participate in the Maine mandated assessments in the Maine Comprehensive Assessment System (MeCAS) including, in the 2015-2016 school year, the Smarter Balanced Assessment Consortium (SBAC) assessments in English language arts and math (grades 7, 8, and 11); Maine Educational Assessment (MEA) in science (grade 8); Maine High School Assessment (MHSA) in science (grade 11); National Center State Collaborative (NCSC) alternate assessment in English language arts and math (grades 7, 8 and third year of high school); Personalized Alternate Assessment Portfolios (PAAP) in science (grades 8 and 11); PSAT in reading, writing and math (grades 10 and 11); SAT in (third year high school); WIDA ACCESS for ELL (grades 7-12) according to each student's grade level and course enrollment. We are aware that the last Maine High School Assessment/SAT that counted for federal accountability purposes was in May 2014. While Maine DOE is reviewing finances and logistics to determine the state's future involvement in the SAT administration, because of the difficulty in receiving students' SAT scores when students test at an alternative test site, MEVA will reach out to Test Administrative Services (TAS), a division of Educational Testing Services, and with the goal of the school becoming a test center for PSAT, SAT and AP course exams.

We will begin planning to secure appropriate facilities for administering state mandated assessments as soon as our charter is authorized. To ensure that virtual students are provided equal opportunity to perform their best on the state standardized assessments, virtual schools across the country have successfully utilized a regional testing structure for the past twelve years. The regional methodology ensures student and test material security and has been approved by departments of education in more than 20 states. Students have the right to be in the best mental state when taking the state standardized tests. Being able to sleep in their own home and have minimal travel to and from testing each day ensures students are well rested and comfortable prior to testing. Therefore, the school will geo map the enrollment population and make the best effort to ensure the majority of the students have no more than an hour drive one way for mandatory state testing. The school will send out a parent survey providing state testing information, including information on all possible testing locations. Parents will be given the option to self-select the testing site that meets their needs the best. After the survey is closed, staff will determine the final distribution of students and assign locations to those who did not complete the survey. Parents will be notified and provided a location map no later than two weeks prior to the first day of state testing. Parents will be reimbursed for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests.

In our budget, MEVA has included revenues from transportation funding as provided by PL 570 to pay for transportation expenses for those students whose parent/learning coach is

unable to provide transportation to school-related instructional (such as for MEVA students to take state required tests) or non-instructional (such as social events) activities requiring the student's attendance outside their home or place of regular study. The CEO will review available transportation resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

When the parent or legal guardian arrives at the state testing site, they will provide identification and sign the student in. During the sign in process, parents must provide an emergency contact number for that day. After the sign in process is complete, matching security wrist bands are secured on the student and responsible adult. Students are not released from the testing location unless the wrist bands match at pick up.

School staff will work with parents to obtain parent volunteers for each testing site to ensure there is ample assistance during state testing. Parents from the school serve as monitors outside of the testing room, assist with registration, and various other tasks. These parents are required to attend training prior to serving in this position and are there to monitor bathroom breaks and or contact emergency phone numbers should a student become ill during testing. At no time are parents allowed into the testing classroom.

The virtual school program's testing coordinator attends all state and district testing training. This person signs state affidavits regarding test security and other required measures. The testing coordinator develops test proctor training unique to the state and district regulations. Training includes test security in a virtual setting, student safety in a remote testing facility, checking in/out secure materials, test administration, test coding and other proctor responsibilities. All proctors are trained by the test coordinator and given a quiz to ensure the testing procedures are understood. Follow up training is arranged as needed based on the quiz results until all proctors demonstrate an understanding of testing procedures and protocols.

According to state timelines, test booklets and other secure testing materials are signed out from the testing coordinator to each proctor. Secure materials are packaged and inventoried separately from non-secure items (non-secure items may include activities for students to complete after finishing a testing section, dictionaries, thesaurus, etc. as permitted by the state's testing guidelines). All secured items will be transported to state testing site in a locked box that is secured with a number zip tie. The site coordinator will seal and open the boxes each day upon arrival and prior to leaving. Locking and opening the secure boxes will be witnessed each day. The site coordinator and the witness will sign a log that lists the serial number of the zip tie that is used to secure the box the night before and then opened the next day.

The proctor reads and signs a test security affidavit. Once signed, the required testing materials for her/his site are inventoried in her/his presence and signed over from the district test coordinator to the proctor. The materials are re-inventoried at the start and conclusion of each testing session to ensure all testing materials are accounted for at all times. The materials must remain in the direct possession of the proctor until returned to the testing coordinator and inventoried.

The regional testing classrooms are established in appropriate public meeting rooms within local community buildings in advance of testing. The rooms are set up with tables and chairs in classroom-style. The proctors are provided with all of the supplies needed for the location and per the test regulations in a pre-made box. Each morning before testing the box of secure test booklets and the box of required classroom supplies are brought into the testing room and distributed in accordance to the state test administration guidelines. Testing classrooms permit a separate space for parents to sign students in/out to ensure test security. Parents and people other than the proctor and students who are testing are not permitted within the testing classroom.

Parent Teacher Conferences

Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents are required to attend and fully participate in parent teacher conferences, in general, once a month via phone, email, synchronous sessions using platforms such as Blackboard Collaborate, or in person, for instance at the school office, to discuss their child's progress. This is the time that the teacher reviews items with the parent, discusses concerns, and develops plans with the parent. Parent/teacher/student conferences can be held via telephone, a web conferencing tool such as Blackboard Collaborate, or a combination of both. When using a web conferencing tool, teachers and families may choose to use webcams to enhance the experience. Teachers will initiate the conferences and conversations with parents about their child's progress and also about parents' needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the School community.

The format of these conferences will vary according to the needs of the student and family. During individual student conferences, teachers may review work completed recently by the student in order to confirm the student's learning, or to identify the source of learning gaps or confusion related to the course content. The teacher may look to the student's individualized learning plan to review goals and track progress. The teacher may use this time to tutor the student concerning difficulties they've experienced in the curriculum or to review student-submitted work graded by the teacher. Conversations about the student and family's acclimation to this learning model are typical as well as troubleshooting technical or organizational issues when necessary.

Small group instructional sessions are also held at middle and high school grade levels. At times, teachers may invite student(s) who have struggled with a specific skill or topic. At other times, these sessions are used as regular review of recent course content or to prepare

students for important upcoming assignments, like science labs, reports and essays or unit tests. Teachers also use larger sessions to review past work, such as unit tests, or to provide opportunities for guest speakers to speak with students.

An important facet of our program is the one-on-one relationship engendered by the Learning Management System through feedback provided about student work as well as through kmail, the safe, internal messaging system. Kmail works very much like email, however communication is private between school staff and families. All messages sent from a teacher to student are copied to the parent and guardian to ensure openness of communication.

Discuss the school's facility needs based on the educational program and anticipated enrollment.

School Office

MEVA will establish the school office in the Augusta, Hampden, or Orono area for the daily use and collaboration of the teachers, Chief Executive Officer (CEO), Chief Financial Officer (CFO), Program Manager, Office Administrator/Registrar, counselors, and other employees of the school. The CEO, CFO, and Program Manager will have individual offices. Teachers will be provided with individual work stations. A conference room will be provided for a variety of purposes including teacher collaboration; teacher and administrator meetings with parents and/or learning coaches and students; special education related meetings; one-on-one data meetings between teachers and the CEO; and weekly teaching teams' meetings. These consistent meetings will continuously keep teachers and administrators current on each student's progress and will also offer teachers ongoing training on how data informs instruction. The conference room will also be used for Board meetings, staff professional development and board development. A kitchen and rest rooms will also be included. The facility should provide sufficient wiring and communication capabilities to support the high-tech nature and infrastructure of the school. The facility will occupy an estimated 4,500 to 5,000 sf.

As a virtual charter school office, **Tab 33 (Room Schedule)** is not applicable to our application. **Tab 34** includes examples of sites which are feasible for our needs. **Tab 35 (Schedule of Furnishings and Fixtures)** is included in this application.

Learning Centers

Beginning in year two, general and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local learning centers if the need for these centers is demonstrated and if the budget can support this option. The learning centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for learning centers such as the Boys and Girls Clubs and YMCA of Greater Waterville who have indicated their commitment to partner with MEVA (see **Tab 42**). Public facilities, such as libraries, may also be used if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate without diminishing instruction. Please refer to our response below for information about our plans for obtaining a facility.

If the applicant has identified a facility, indicate the location (street address, city, and zip code) and provide either floor plans or a description including, at a minimum, the number and size of the general and special (laboratories, art studios, etc.) classrooms, common areas, administrative areas, recreational space, any community facilities and any residential facilities. Explain how the facility will meet the needs of students and support the school's mission and provide an assurance that it will be accessible to individuals with physical disabilities.

Maine Virtual Academy has not identified a specific school office facility at the time of the submission of this application. Please see the next response.

If a facility has not been selected, specify potential locations that are under consideration and discuss the process and time line for selecting, acquiring, renovating (if appropriate) and taking occupancy of a suitable facility.

As described in the response to the previous question, MEVA plans to lease a facility for teacher, administrator, and other staff offices and meeting space for school-related activities, such as Board meetings, learning coach and teacher meetings, as well as workshops. **Tab 34** includes examples of sites which are feasible for our needs.

This type of small office is readily available throughout the Augusta, Hampden, and Orono areas in private commercial facilities as there is a ready stock of re-useable, vacant small professional offices, such as doctor's offices, law offices, or real estate agency locations. If MEVA is unsuccessful in its first attempt to find the appropriate real estate, we plan to hire a local, licensed commercial real estate agent to assist in the search and securing of the needed administrative space.

The desired office facility may need minor renovation. Since the exact location of the office facility is unknown at this time, the renovation needs are unknown as well. We have estimated Year 1 facility costs of \$70,500 rent (utilities included). The rent is projected to increase by 3% each year of the three-budget (see **Tab 32**).

MEVA estimates that the timeline to identify, select, and acquire a temporary facility is less than 2 months. MEVA intends that the lease for the space will be five years.

Discuss plans to maintain and clean the facilities and provide methodology to determine their costs.

Maine Virtual Academy has analyzed local property rental rates and utility rates (phone, Internet, water, electricity) and has factored that information into our estimated facility costs. We have assumed in our proposed budget that the costs of operation and maintenance of facilities will be included in the lease payments.

Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

The MEVA school office facility will comply with applicable state and local health and safety requirements (e.g., building codes, fire prevention codes, etc.); local zoning codes and city planning review procedures; as well as federal health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA).

To the extent that the school has discussed or established specific lease or purchase terms, include the proposed terms and any draft of final contracts. If the school intends to lease facilities from a school district or public agency, discuss the status of those plans and provide evidence of any district or public agency commitments.

Maine Virtual Academy has not identified a specific school office facility to lease at the time of the submission of this application therefore no lease terms are available. **Tab 34** includes examples of sites which are feasible for our needs. MEVA does not anticipate leasing facilities from a school district or public agency.

To the extent that the facility will require renovation or ‘build out,’ describe those plans including anticipated timing and detailed cost schedules.

The desired office facility may need minor renovation. Since the exact location of the office facility is unknown at this time, the renovation needs, anticipated timing and detailed cost schedules are unknown as well. Maine Virtual Academy has analyzed local property rental rates and, based on our analysis, have assumed in our proposed budget that the costs of renovation will be included in the lease payments.

If the school anticipates incurring debt as part of its facilities acquisition plan, the budget must include a repayment plan, as indicated in the Budget Section, above.

MEVA does not anticipate incurring debt as part of its facilities acquisition plan.

Required Tabs

33. Room schedule (number, size, function, anticipated class size)
34. Any leases or contracts
35. A schedule of furnishings and fixtures

TAB 33 - Room Schedule

This exhibit is not applicable to the Maine Virtual Academy charter application.

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AUGUSTA, ME PROPERTY MATRIX



Building Specifications	Option One	Option Two	Option Three
Building Address	442 Civic Center Drive, Augusta, ME	150 Whitten Road, Augusta, ME	5 Community Drive
Building Size	65,915 ± s.f.	13,417 ± s.f.	43,770 ± s.f.
Available Square Footage	41,468± s.f. (divisible)	2,500 s.f. - 8,805 ± s.f.	10,500 ± s.f.
Rental Rate	\$16.00 - \$18.00/s.f. Full Service	\$16.00 - \$18.00/s.f. Full Service	\$18.00 - \$22.00/s.f. Full Service
Escalation	3% per annum (pass-through of Operating Expenses above year one costs)	3% per annum (pass-through of Operating Expenses above year one costs)	3% per annum (pass-through of Operating Expenses above year one costs)
Parking	338 ± parking spaces	65 spaces, on site paved lot	Ample on-site parking lot
Lease Term	3-5 years	3-5 years	3-5 years

HAMPDEN/ORONO, ME PROPERTY MATRIX



Building Specifications	Option One	Option Two
Building Address	17 Godfrey Drive, Orono, ME	Hampden Academy, 89 Western Avenue, Hampden, ME
Building Size	18,000 +/- .s.f.	35,000 r.s.f.
Available Square Footage	7,500 r.s.f.(vacant)	Wing One 13,700 r.s.f. (former science wing of the school- six large classrooms, space is divisible) Wing Four 11,800 r.s.f. (eleven classrooms) Wing Three 13,000 r.s.f. (Includes former library space and five classrooms).
Rental Rate	\$13.00 - \$14.00/s.f., Full service	\$13.50-\$14.50/s.f., Full Service
Escalation	5% rental rate escalation	5% rental rate escalation
Parking	Free, ample parking	Free, ample parking
Lease Term	3-5 years	5-10 years

Tab 35 - Schedule of Furnitures and Fixtures

Description of Furnishings and Fixtures	# of Units	Cost Per Unit	Total
Workstations/Cubicles			
Teacher and Staff Workstations	12	1,000	12,000
Chairs	12	175	2,100
Power Poles	3	175	525
Base Power Inputs	3	175	525
Offices (3)			
Office Furniture	3	1,000	3,000
Chairs	3	250	750
Guest Chairs	6	120	720
Dry erase boards	3	300	900
Conference Rooms (2)			
Large Conference Table	1	1,000	1,000
Small Conference Table	1	800	800
Chairs	10	120	1,200
Dry erase boards	3	250	750
A/V Equipment	1	1,000	1,000
Reception Area			
Reception Desk	1	1,000	1,000
Chair	1	250	250
Guest Chairs	2	120	240
Break Room			
Refrigerator	1	300	300
Microwave	1	150	150
Chairs	8	120	960
Lunch Tables	2	350	700
Storage			
File Cabinets	2	400	800
Fire Proof File Cabinet(safe)	1	500	500
Computer Equipment			
Computer and Software	15	1,200	18,000
Printers	1	1,000	1,000
Shipping and Installation (10%)			4,917
Total			54,087

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D.4 Transportation

Discuss the plan to provide transportation within the school’s catchment area and what transportation services, if any, will be provided to students outside the catchment area. Describe the revenue and expenditure assumptions for the transportation plan.

Note: A virtual charter school is required to provide, or provide for, transportation services that meet at least the following student needs: transportation to and from a testing site for required state assessments, transportation required to participate in in-person meetings and activities required by the school, and transportation required by state or federal law or regulation relating to services to students with disabilities, including but not limited to transportation to evaluation appointments and transportation to receive related services under an IEP.

If the school intends to contract with the local district or any other third party for transportation services, discuss the status of those plans and provide evidence of the third party’s readiness and terms for providing those services.

Describe the plans for providing transportation for students with disabilities in the manner required to comply with IDEA.

At Maine Virtual Academy, student instruction will occur in a virtual learning environment and not require daily transportation to a physical facility. Thus, MEVA will not offer transportation services, except as mandated by state and/or federal law and to ensure that transportation is not a barrier to equal access for all students.

MEVA will provide MEVA students with transportation assistance to attend required school-related instructional activities (such as required state assessments or required in-person meetings and activities) or non-instructional activities (such as social events) requiring the student’s attendance outside their home or place of regular study. In those cases where out-of-home presence is required, Maine Virtual Academy will work to minimize transportation distances. For instance, since students will not be permitted to take the state required tests in their homes, MEVA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be reimbursed for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests.

In our budget, MEVA has included revenues from transportation funding as provided by PL570 to pay for transportation expenses for those students whose parent/learning coach is unable to provide transportation to school-related instructional activities (such as required state assessments or required in-person meetings and activities) or non-instructional activities (such as social events) requiring the student’s attendance outside their home or place of regular study. The MEVA CEO will review available transportation resources, and work with students’ parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP), including but not limited to transportation to evaluation appointments and transportation to receive related services under an IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

The preceding statements constitute our Transportation Plan for transporting students who reside in our catchment area (the state of Maine) which is restated in **Tab 36**. We will not provide transportation services to students who reside outside the state of Maine.

Required Tab

36. Transportation Plan

TAB 36 – Transportation Plan

At Maine Virtual Academy, student instruction will occur in a virtual learning environment and not require daily transportation to a physical facility. Thus, MEVA will not offer transportation services, except as mandated by state and/or federal law and to ensure that transportation is not a barrier to equal access for all students.

MEVA will provide MEVA students with transportation assistance to attend required school-related instructional activities (such as required state assessments or required in-person meetings and activities) or non-instructional activities (such as social events) requiring the student's attendance outside their home or place of regular study. In those cases where out-of-home presence is required, Maine Virtual Academy will work to minimize transportation distances. For instance, since students will not be permitted to take the state required tests in their homes, MEVA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be reimbursed for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests.

In our budget, MEVA has included revenues from transportation funding as provided by PL 570 to pay for transportation expenses for those students whose parent/learning coach is unable to provide transportation to school-related instructional activities (such as required state assessments or required in-person meetings and activities) or non-instructional activities (such as social events) requiring the student's attendance outside their home or place of regular study. The MEVA CEO will review available transportation resources, and work with students' parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's Individualized Education Plan (IEP), including but not limited to transportation to evaluation appointments and transportation to receive related services under an IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws including the Individuals with Disabilities Education Improvement Act of 2004.

We will not provide transportation services to students who reside outside the state of Maine.

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D.5 Insurance

Provide evidence of ability and preparation to obtain liability insurance coverage (minimum A-BEST rating) in the following areas:

- Educators Legal Liability;
- Commercial General Comprehensive Liability that also expressly covers field trips and athletic participation;
- Employment Practices Liability;
- Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits);
- Automobile Liability;
- Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability);
- Workers Compensation Liability; and
- Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school.

Provide evidence of ability and preparation to obtain Insurance coverage for the following areas:

- Property insurance to address business interruption and casualty needs including fire and other hazards, with replacement costs coverage for all assets listed in the Charter School's property inventory and consumables;
- Property insurance for buildings used by the Charter School to fulfill the purposes of this charter and any contents acquired by the School with public funds. The insurance obtained by the School shall provide the Commission with the ability to file a claim for any loss of property acquired with public funds.

Maine Virtual Academy is working with Arthur Gallagher & Co. Insurance Brokers, licensed to work in Maine, to obtain insurance coverage. The recommended coverages (see Letter of Insurability in **Tab 37**) are comprehensive and meet or exceed recommended or mandated limits. The estimated premiums for this insurance has been included in the budget (see **Tab 37**).

Required Tabs

37. Certificates of Insurance

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August 19, 2014

TAB 37

**RE: Insurance Coverage for Maine Virtual Academy
Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

We are pleased to provide insurance services for *Maine Virtual Academy*. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Maine as required by law.

Our program utilizes the following carriers which are admitted in the State of Maine: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

On behalf of *Maine Virtual Academy*, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation	As specified by Maine Statutes
Workers’ Compensation Part II (Employers’ Liability)	\$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required)	\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage*	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Cyber Security Liability	\$1,000,000 per loss or claim/aggregate limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000

*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.



Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Maine Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,000
Directors & Officers / Employment Practices / Fiduciary	\$ 3,100
Property	\$ 300
Excess \$10 million Limits (follow form over underlying)	\$ 1,500
Workers Compensation/Employers Liability	\$ 5,002
Cyber Liability Premium	\$ 961
Total Annual Premium	\$ 13,863

Premiums are based upon 1st year projections of 300 students, 12 staff members, \$775,407 payroll, \$37k Contents, \$2,391,464 revenues

Coverage	Year 2 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,650
Directors & Officers / Employment Practices / Fiduciary	\$ 3,500
Property	\$ 300
Excess \$10 million Limits (follow form over underlying)	\$ 2,000
Workers Compensation/Employers Liability	\$ 6,495
Cyber Liability Premium	\$ 961
Total Annual Premium	\$ 16,906

Premiums are based upon 2nd year projections of 400 students, 14 staff members, \$1,024,102 payroll, \$37k Contents, \$3,617,264 revenues

Coverage	Year 3 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 4,300
Directors & Officers / Employment Practices / Fiduciary	\$ 3,900
Property	\$ 300
Excess \$10 million Limits (follow form over underlying)	\$ 2,500
Workers Compensation/Employers Liability	\$ 8,444
Cyber Liability Premium	\$ 961
Total Annual Premium	\$ 20,405

Premiums are based upon 3rd year projections of 525 students, 18 staff members, \$1,348,918 payroll, \$37k Contents, \$4,747,659 revenues

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,



Brandon Cole
Area Assistant Vice President
Arthur J. Gallagher Risk Management Services, Inc.
License #0150872

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D.6 Food Service

Discuss the food service plan for the school. Whether or not the school will provide an in-house food service program, state how students will access nutritious meals during the school day.

State whether the school intends to participate in the national school lunch program or provide any lunch or other meals for students. If so, describe the food service plan and explain budget revenue and expenditure assumptions.

If the school intends to contract with a third party for food service, discuss the status of those plans and provide evidence of the third party's readiness and terms for providing those services.

Due to the virtual nature of our school, we will not operate a physical school facility and, therefore, will not provide food service for students. Based on the experience of our Educational Services Provider in two-thirds of the states and the District of Columbia, we are assuming that Free and Reduced Lunch eligible students will enroll in MEVA in a proportion that mirrors Maine state averages (46.8%).

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D.7 Closure Protocol

Discuss closure protocol, outlining orderly plans and timelines for transitioning students and student records to new schools and for appropriately disposing of school funds, property and assets in the event of school closure.

Describe student records policy to support orderly transition for students transitioning out of the school.

Transfer of Financial and Asset Records

In the unlikely event that MEVA would cease operation, we will work with our authorizer, the Maine Charter School Commission, to ensure timely notification to parents, orderly transition of students and student records to new schools and proper disposition of school funds, property and assets and related records in compliance with the requirements in 20-A M.R.S.A. § 2411(8)(B).

Transfer of Students and Student Records

The Board would work with each individual student's family to ensure as smooth a transition possible to another education option of the family's choice. MEVA would provide as much notice as possible under the circumstances. Where or how a student would be educated in the event that MEVA ceases operation would be determined individually with each student, his/her parent/legal guardian, and, in most instances, the student's district of residence. MEVA would lend whatever assistance is possible. MEVA plans to utilize PowerSchool to transfer student records from MEVA to other public schools within Maine. Upon cessation of operation, the records of each student would be transferred in a timely manner to the receiving school as identified by each student's parents, failing which, then such records would be transferred pursuant to prevailing state or federal law. As required by PL414 §2415(1), if a student who was previously enrolled in a public charter school enrolls in another noncharter public school in this State, the school to which the student transfers must accept credits earned by the student in courses or instructional programs at the public charter school in a uniform and consistent manner and according to the same criteria that are used to accept academic credits from other noncharter public schools.

Disposal of School Funds, Property and Assets

Upon the dissolution of Maine Learning Innovations or termination of its activities, the assets of the Corporation remaining after payment of all its liabilities shall be distributed to (i) the State of Maine for a public purpose in accordance with the provisions of 20-A M.R.S.A. §2411(8)(B), or (ii) if Maine law shall ever not require distribution of remaining assets to the State of Maine, then exclusively to one or more organizations organized and operated exclusively for such purposes as shall then qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as amended, and as a charitable, religious, eleemosynary, benevolent or educational corporation within the meaning of Title 13-B of the Maine Revised Statutes as amended.

Please refer to **Tab 38** for the proposed MEVA School Closure Plan.

Required Tab

38. School closure template

TAB 38 – School Closure Plan

1. *Documentation of Closure Action:*

Should Maine Virtual Academy (MEVA) be closed for any reason by the MEVA Governing Board, notice of such action shall be sent to the Maine Charter School Commission (“MCSC”) and the Maine Department of Education (“DOE”) within 5 calendar days of any official closure action taken by the Board. Should the MCSC or the Department initiate the closure action, timely notice will be sent to the MEVA Governing Board. The notice by either party will include a description of the circumstances of the closure. Following receipt of such notice, the parties will develop a joint agreement on a closure date. The parties will send a joint notice of closure to:

- Parents or guardians of students;
- Maine Charter School Commission;
- The Maine Department of Education;
- The special education local plan area in which the school participates;
- The retirement systems in which the school’s employees participate; and
- Collaborative partners in the local community.

Notification of all the parties will include at least the following:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) handling inquiries regarding the closure;
- The students’ school districts of residence; and
- How parents or guardians may obtain copies of student records, including specific information on completed courses and standards met toward graduation requirements.

In addition to the four required items above, notification to the DOE and MCSC will also include:

- A description of the circumstances of the closure; and
- The location of student and personnel records.

In addition to the four required items above, notification to parents, guardians, and students will include:

- Step by step instructions as well as essential information on how to transfer the student to a school that can meet their needs both educationally and geographically;
- A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information;
- Information on student completion of college entrance requirements for all

The Board of MEVA will announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school. These districts can then assist in facilitating student transfers.

If a closure should occur it will happen at the end of an academic year as long as it is feasible to maintain a legally compliant program until then. If for some reason MEVA reverts to non-charter status, notification of this change will be made to all parties listed in this section.

2. School and Student Records Retention and Transfer:

School records will be kept in a file folder in the central office in a fire proof file cabinet. Attached to every cabinet will be a copy of our student records and policies. A formal request for records will be required from any school to which a student wishes to transfer. Our request for records regarding students transferring to MEVA will have a 30 day deadline.

MEVA will manage student records in accordance with Maine law and regulations as it has done through its history, including this past full year of operation for MEVA. This well established system of records management will be adjusted to align with the needs of operating as a public charter school rather than as a magnet school.

Closure procedures for MEVA will include the following plans for the transfer and maintenance of school and student records that will be completed within 30 days of closure:

- Transfer and maintenance of personnel records in accordance with applicable law;
- Provision of a list of students in each grade level and the standards they have completed to the entity responsible for overseeing the closure;
- Provision of the students' districts of residence to the entity responsible for overseeing the closure; and
- Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for overseeing the closure, unless transferred to a different entity.

Submission of personnel records will include any employee records MEVA has. They include, but are not limited to, records related to performance and grievance.

3. Financial Close-out:

Within 60 days after receiving notification of closure, the DOE and MCSC will notify MEVA and the Board if it is aware of any liabilities the school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. An audit will be conducted after the school has been closed or the school has had a status change.

the school that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value; and
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

A plan for completing and filing of any annual reports will include the following sections:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- Final unaudited reports

These reports must be submitted to the DOE and MCSC in the form required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

4. Disposition of Liabilities and Assets:

A closeout audit to be completed within twelve months of announcement of closure will determine the disposition of all liabilities of MEVA as well as ensure disposal of any net assets remaining after all liabilities have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- The return of any donated materials and property according to any conditions set when the donations were accepted.
- The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

After closure, assets of MEVA will be distributed first to satisfy any outstanding payroll obligations for employees and then to creditors. Any remaining assets purchased with public funds provided through this Charter shall be returned to the Treasurer of State for a public purpose to the extent required by 20-A M.R.S. §2411(8) or its successor.

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E. Education Service Providers

All applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term “education service provider” refers to any number of organizations that contract with the Governing Board of a school to provide limited services, except for virtual school providers (see below). The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

For the purposes of this RFP, the Maine Charter School Commission defines an EMO or a CMO as any for-or non-profit corporation or LLC that enters into contract with the entity holding the charter contract to provide significant managerial, technical or financial personnel or services in excess of \$25,000 per year. Similarly, any for-or non-profit corporation or LLC that enters into a contract with the charter school entity that provides instructional materials or services including personnel, in excess of \$25,000 per year shall be considered to be an ESP.

Select the statement that is applicable and proceed as directed:

We intend to contract with one or more education service providers.

If the school expects to contract for services with an education service provider, discuss the school’s decision to work with an ESP, in general, and the selected ESP, in particular. Describe how the selected ESP was chosen, the services desired were selected and how the fees were determined.

The Board of Maine Learning Innovations intends to contract with education service provider, K¹² Virtual Schools LLC (K12), an education service provider and a wholly owned subsidiary of K12 Inc. (K12) (NYSE: LRN). The Board intends to fulfill its obligations relative to the provision of curriculum, technology, and other educational services, through a Services Agreement with K12 (see **Exhibit A of Tab 41**). The draft services agreement proposes that the Board will hire and oversee the MEVA Chief Executive Officer (CEO) (who shall assist the Board in its oversight and supervision of the provision of the educational products and services by K12), Chief Financial Officer (CFO) (who shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12), and the Certified Teaching Staff for the Program. K12 will employ the Program Manager and an Office Administrator/Registrar.

PL414 gives charter school boards the authority and responsibility to independently govern their charter schools to meet the terms of their charter contract and, in the same law (20-M.R.S.A. § 2402), defines the many purposes that public charter schools are authorized to serve:

- to improve pupil learning by creating more high-quality schools with high standards for pupil performance;
- to close achievement gaps between high-performing and low-performing groups of public school students;
- to increase high-quality educational opportunities within the public education system;
- to provide alternative learning environments for students who are not thriving in traditional school settings;

- to create new professional opportunities for teachers and other school personnel;
- to encourage the use of different, high quality models of teaching and other aspects of schooling; and
to provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

Fortunately, to help virtual public charter school boards to accomplish these purposes, 20-M.R.S.A. § 2406(2)(H) wisely provided virtual public charter school boards with the authority to enter “into a contract with an education service provider for education design, implementation or comprehensive management of the virtual public charter school program.” MEVA has chosen not to enter into a comprehensive management agreement but has chosen to purchase their curriculum and some technology and administrative services.

Evaluation and Selection of Education Service Provider

The founders independently researched providers of virtual education as part of their interest in making virtual learning options available to Maine students. These providers included K12, Connections Academy and Florida Virtual School. During our research we discovered several things that led us to contact K12 to work with the founders in developing and submitting an application for a virtual charter school. (see **Tab 48** minutes of Maine Learning Innovations Board meeting 5.2.12) Some of these factors included the high quality curriculum, comprehensive professional development with online pedagogy and communication, data decision making, use of online tools and resources, and Board member personal experience with the curriculum and online tools and infrastructure. In addition, in 2011, K12 was approved by the Maine Department of Education as a Maine Online Learning Provider on the basis of K12’s demonstrated experience in the operation and management of online learning programs and courses, including the number of students served, services provided to students and their families, quality of curriculum and instruction, and student performance and their ability to meet the following requirements in 20-AMRSA Section 19153(2)(A):

- The online learning provider must be nonsectarian in its programs, admission policies, employment practices and operations.
- Each course offered for a unit of credit must correlate with applicable state-adopted academic standards prior to being offered. All courses must include assessments.
- A teacher employed by the online learning provider and providing instruction to students must hold a valid teaching certificate in each content area being taught or receive approval from the commissioner to teach the course.
- A teacher employed by the online learning provider must receive appropriate preservice and in-service training pertaining to the organization of the online classroom, programs and courses, the technical aspects of online education, the monitoring of student assessment and other pertinent training.

- The online learning provider must verify ongoing student attendance and progress and performance in each course as documented by ongoing assessments in a proctored environment and provide examples of student course work.
- Administrators, teachers and other educational staff employed by the online learning provider must comply with the fingerprinting and national criminal history record check requirements as set forth in section 6103.
- The online learning program must comply with the State's information technology accessibility policies and standards.

Of all the full time virtual school providers, K12 was the largest and most experienced with thirteen years. In the 2013-2014 school year, K12 provided similar educational products and services to 125,000 K-12 students in online public schools in two-thirds of the states and the District of Columbia including statewide virtual charter schools, programs of statewide virtual charter schools, and statewide virtual schools. That equates to more than one million online semester courses. K12 is also committed and aligned to the Common Core Standards.

The scope of their experience gives us the confidence that, as a partner, K12 will be able to provide quality and scale for a virtual charter school in Maine. Please refer to **Exhibit A** of the Services Agreement (**Tab 41**) for a description of the education, administrative, and technology services they will provide to MEVA.

Based on their experience in virtual learning, they have implemented numerous programs to help students succeed including:

- “Strong Start” program
- “Introduction to Online Learning” program
- Career Pathways
- many blended learning programs
- many synchronous instruction opportunities
- drop-out recovery programs
- multiple instructional levels in high school
- student-centered approach to high school
- National Math Lab: K12’s synchronous math remediation course for students up to grade 11 to focus on providing additional assistance to students in areas in which they struggle the most.

The founders include a parent and a grandparent who are currently experiencing (or have experienced in the past) their children’s and grandchildren’s personal success using the K12 curriculum and education program as well as a district superintendent with the same experience as a result of using the K12 curriculum in her district. Founders considered the prime benefits of these schools to be the quality of the curriculum and instruction; the ability of students to advance at their own pace; and frequent student assessment combined with frequent contact with and feedback and remediation from teachers. The Founding Board did not find another provider that had these attributes. K12 is also the strongest provider in blended learning, which is also

important to the founders. The blended charter model is being used to address particular groups of students who have struggled in other settings. K12 partners with Youth Connections Charter School (YCCS) Virtual High School in Chicago that targets high school dropouts. YCCS is in its fourth year. In each year of operation, they graduated more than 90% of the eligible seniors—all students who had previously dropped out of school.

Under the terms of the draft Educational Products and Services Agreement (see **Tab 41**) including fees, K12 and the school and its governing board are independent contractors whose relationship was “developed and entered into through arms-length negotiation and is based solely on the terms of this Agreement.” As stated in Section 9.1 of the draft services agreement:

9.1 Status of the Parties. K12 is not a division or any part of the School. The School is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the School and K12.

Discuss how the ESP’s work with schools with similar populations was evaluated.

K12 is the country’s leading and largest provider of curriculum and school administrative services for independent charter schools and district programs. Founded in 2000, K12 has provided over 2 million courses - core subjects, AP®, world languages, credit recovery, and electives - to more than 200,000 students worldwide. In the 2013-2014 school year, K12 served 125,000 full-time students in public schools they managed in two-thirds of the states and the District of Columbia, which equates to more than one million online semester courses. They serve an increasingly diverse population of students which requires K12 to adapt and innovate to meet student needs.

New Mexico Virtual Academy

In 2012, K12 became an ESP to the New Mexico Virtual Academy (NMVA), a new statewide virtual charter school similar in size, student demographics, and education program to the proposed Maine Virtual Academy. In 2012-2013, NMVA served about 400 students in grades 6-12. Of those students, 15 percent were eligible for special education services and 36% were eligible for free and reduced price lunches.

This year’s New Mexico School Grade Report Card (see below) documents great performance by students of this new school. Overall the school has a 3-year “A” average and earned a “B” in 2013-2014. In 2013-2014, NMVA exceeded the state benchmarks for:

- Current Standing (Meeting grade level targets)
- School Growth (Increase in grade level performance)
- Student Growth of Highest Performing Students (Top 75% of the school)
- Opportunity to Learn (Does the school foster an environment that facilitates learning; are teachers using recognized instructional methods); and do students want to come to school)

NMVA just missed exceeding the state benchmark for Student Growth of Lowest Performing Students (Bottom 25%).

Other measures of NMVA's academic achievement are the 2013-2014 Scantron gains results (see below). Since the 2008-9 school year, Scantron Performance Series™ assessments were implemented to determine annual growth for students in virtual schools served by K12 and to inform teachers of students' strengths and challenges in the fall so that, by spring, strengths could be built on and challenges could be remedied. Student growth is compared to the Scantron norm group which is comprised of thousands of students who represent the national demographics in terms of socio-economic status and ethnicity. The Scantron Performance Series provides administrators and teachers with data on students that they don't often get from prior year cumulative files or test scores. Continuity with a test is critical for meaningful comparisons across schools and to measure progress for individual students. K12 has several years of data to support the finding that the K12 students continually perform at or above the Scantron Norm Group in Math and Reading.

In the school year 2013-2014, NMVA Math Scantron Norm Group Mean Comparison*:

- The school achieved higher math gains than the Scantron Norm Group mean gain in all 5 of the grade levels examined (Gr. 6-10)
- Students in grades 6, 8 and 9 achieved or exceeded 200 percent of the Scantron Norm Group mean gain.

In the school year 2013-2014, NMVA Reading Scantron Norm Group Mean Gain Comparison*:

- The school achieved higher Reading gains than the Scantron Norm Group mean gain in all 5 of the grade levels examined.
- Students in grades 6, 8 and 9 achieved or exceeded 200 percent of the Scantron Norm Group mean gain.

*For both reading and math, the sample size in grade 10 is not sufficient enough to draw any conclusions in relation to the percent of the Scantron Norm Group mean gain achieved.

NEW MEXICO VIRTUAL ACADEMY
SCHOOL YEAR 2013-14 SCANTRON GAINS RESULTS

New Mexico Virtual Academy (NMVA) Math Scantron Norm Group Mean Gain Comparison (Figure 1 and Table 1):

- The school achieved higher Math gains than the Scantron Norm Group mean gain in all 5 of the grade levels examined.^Δ
- Students in grades 6, 8 and 9 achieved or exceeded 200 percent of the Scantron Norm Group mean gain.**
- The sample size in grade 10 is not sufficient enough to draw any conclusions in relation to the percent of the Scantron Norm Group mean gain achieved.[§]

Figure 1. NMVA Math Gain Score Comparison by Grade Level and by School Year (SY)

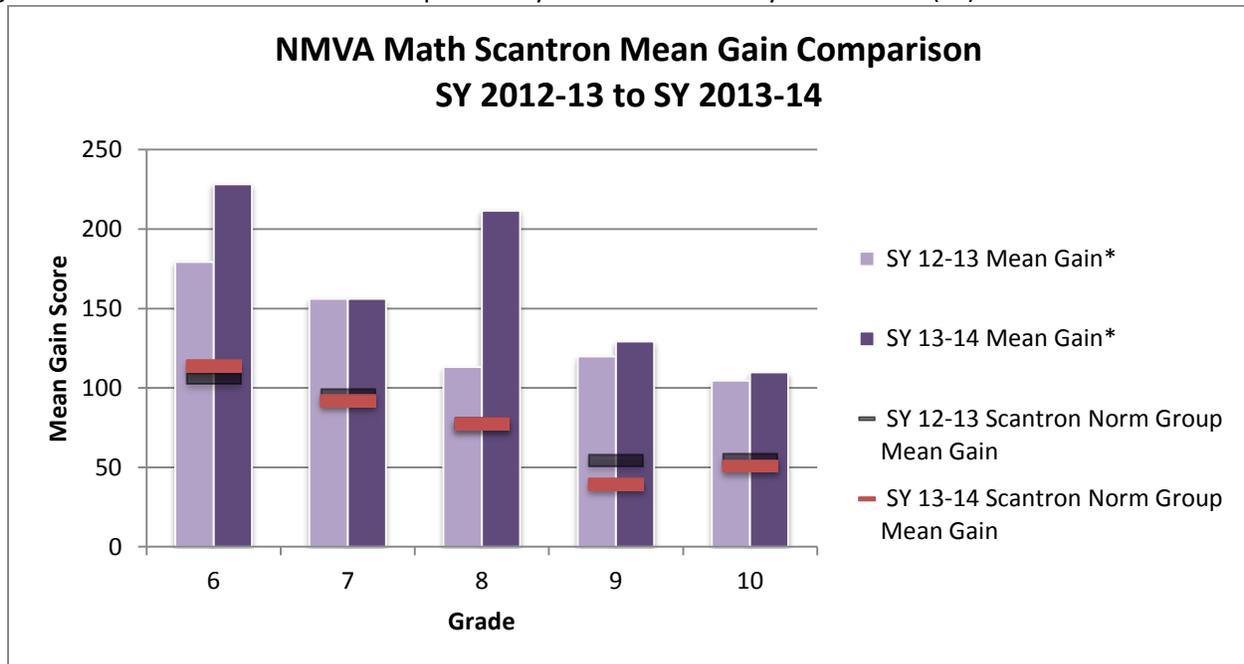


Table 1. NMVA Math Percent of Scantron Norm Group Mean Gain Achieved by Grade Level

Grade	NMVA SY 13-14 Number of Students Included in Gains Analysis ^Δ	NMVA SY 13-14 Fall Mean Scale Score*	NMVA SY 13-14 Spring Mean Scale Score*	NMVA SY 13-14 Mean Gain*	NMVA SY 12-13 Mean Gain*	Scantron Norm Group Mean Gain	NMVA SY 13-14 % of Scantron Norm Group Mean Gain Achieved**
6	36	2640.06	2868.39	228.33	179.44	113.65	201%
7	49	2685.35	2841.43	156.08	156.20	91.99	170%
8	44	2760.84	2972.55	211.70	113.30	77.41	273%
9	38	2773.89	2903.18	129.29	119.88	39.37	328%
10	18	2748.61	2858.39	109.78	104.63	50.78	N/A
Overall	185	2718.83	2892.19	173.36	139.19	103.36	168%

All outliers were excluded from this analysis.

*Overall Fall and Spring mean scores were calculated by averages. Overall gain was calculated by subtracting the overall Fall mean score from the overall Spring mean score. Scantron does not provide overall means. This is a K12 calculated field.

**Overall percent of Scantron Norm Group mean gain was calculated by dividing the overall school mean gain by the overall Scantron Norm Group mean gain. This is a K12 calculated field.

[§]Due to the small sample size (n<25), the Percent (%) of Scantron Norm Group Mean Gain was not calculated.

^Δ Caution should be exercised when drawing conclusions from data sets with small sample sizes (n<50).

NMVA Reading Scantron Norm Group Mean Gain Comparison (Figure 2 and Table 2):

- The school achieved higher Reading gains than the Scantron Norm Group mean gain in all 5 of the grade levels examined.^Δ
- Students in grades 6, 8 and 9 achieved or exceeded 200 percent of the Scantron Norm Group mean gain.**
- The sample size in grade 10 is not sufficient enough to draw any conclusions in relation to the percent of the Scantron Norm Group mean gain achieved.[§]

Figure 2. NMVA Reading Gain Score Comparison by Grade Level and by School Year (SY)

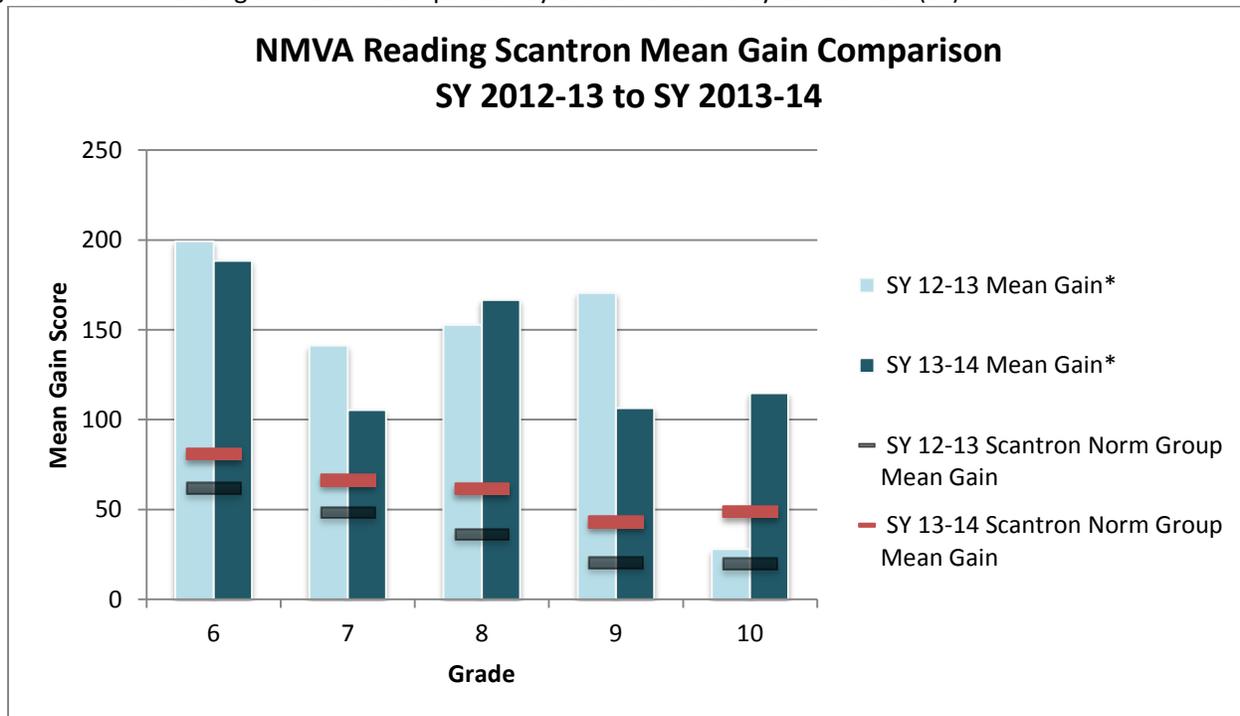


Table 2. NMVA Reading Percent of Scantron Norm Group Mean Gain Achieved by Grade Level

Grade	NMVA SY 13-14 Number of Students Included in Gains Analysis ^Δ	NMVA SY 13-14 Fall Mean Scale Score*	NMVA SY 13-14 Spring Mean Scale Score*	NMVA SY 13-14 Mean Gain*	NMVA SY 12-13 Mean Gain*	Scantron Norm Group Mean Gain	NMVA SY 13-14 % of Scantron Norm Group Mean Gain Achieved**
6	36	2875.25	3063.75	188.50	199.29	80.91	233%
7	40	2989.95	3095.28	105.33	141.41	66.37	159%
8	38	3006.37	3172.95	166.58	152.92	61.52	271%
9	32	3073.47	3179.84	106.38	170.64	42.96	248%
10	20	3122.90	3237.65	114.75	28.07	48.88	N/A
Overall	166	3000.95	3139.67	138.72	154.41	94.77	146%

All outliers were excluded from this analysis.

*Overall Fall and Spring mean scores were calculated by averages. Overall gain was calculated by subtracting the overall Fall mean score from the overall Spring mean score. Scantron does not provide overall means. This is a K12 calculated field.

**Overall percent of Scantron Norm Group mean gain was calculated by dividing the overall school mean gain by the overall Scantron Norm Group mean gain. This is a K12 calculated field.

[§]Due to the small sample size (n<25), the Percent (%) of Scantron Norm Group Mean Gain was not calculated.

^Δ Caution should be exercised when drawing conclusions from data sets with small sample sizes (n<50).



School Grade Report Card 2014

Final Grade

B

NM Virtual Academy

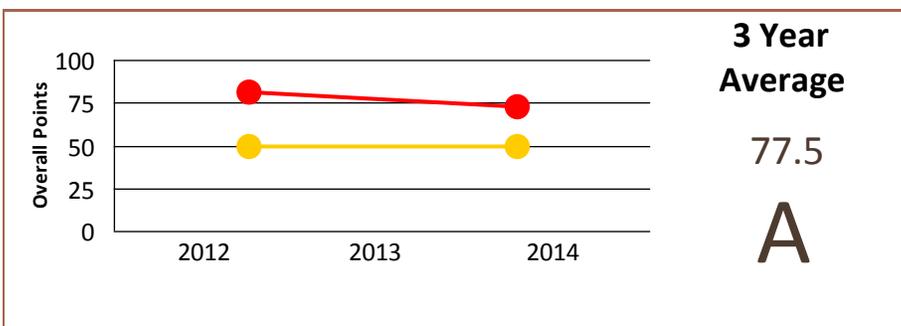
District: Farmington Municipal Schools

Grade Range: 06 - 12

Code: 65021

This School ■
Statewide C Benchmark ■

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		B	18.32	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?		B	7.17	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state		A	8.75	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		C	7.55	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	6.60	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.				17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.				15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			1.40	5



Final School Grade	Total Points
51.0 to < 68.0	A
44.0 to < 51.0	B
34.0 to < 44.0	C
24.0 to < 34.0	D
0.0 to < 24.0	F

49.79

College Enrollments

Students graduating from K12 virtual schools have enrolled in hundreds of higher education institutions. They can be found attending selective universities, schools of liberal arts, culinary arts, business, fine arts, and top technology and fashion institutes, among others. Graduates are also going into careers--in the military, apprenticeship programs, on the job training, or directly into the workforce. The Top 25 Colleges K12 students are attending are:

American University
Bowling Green State University
Colorado State University
Dartmouth College
Drexel University
Duke University
Georgia State University
Harvard University
The Juilliard School
Kent State University
Miami University
New York University
Ohio State University
Penn State
Rutgers University
The Art Institute of Chicago
Temple University
Texas A&M University
University of California Berkeley
University of California Los Angeles
University of Georgia
University of Michigan
University of Notre Dame
University of South Carolina
University of Texas at Austin

Parent and Student Satisfaction Surveys

Surveys from K12 parents and students in Spring 2014 showed that

- 93% of high school students say they have benefitted academically from the K12 curriculum³
- 92% of parents say their student has benefitted academically from the K12 curriculum¹
- 91% of parents say the curriculum helped the student to prepare for future success²
- and
- 90% of K12 parents say that they are satisfied with their student's.⁴

^{1,2,4} K-8 and High School Parent Satisfaction surveys for K12 public schools conducted by Penn Schoen Berland, spring 2014

³ High School Senior survey for K12 public schools, May 2014

Background information about K12 is provided in **Tab 39**.

Provide contact information for other schools that have a similar contract with the selected ESP, including schools whose relationship with the ESP has been revoked.

A list of other schools that have a similar contract with K¹² Virtual Schools LLC and other K12 wholly owned subsidiaries including contact information is provided in **Tab 41**.

Present the planned relationship between the school and the ESP and how that relationship will further the school’s mission and program. Provide a clear description of the services to be provided by the ESP.

MEVA’s mission aligns perfectly with K12’s curriculum philosophy to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning.

Please refer to **Exhibit A** of the Services Agreement (**Tab 41**) for a description of the comprehensive and extensive education, administrative, and technology services K12 will provide to MEVA.

Describe the ESP’s roles and responsibilities in relation to the school’s management and Governing Board. Describe the school’s performance expectations for the ESP and how the school will evaluate the ESP’s performance.

The MEVA Governing Board is fully responsible for all governance of the school and ultimately responsible for all management, policy, and budgeting decisions impacting the school and its students. The Board will hire and oversee the MEVA Chief Executive Officer (CEO), Chief Financial Officer (CFO), and the Certified Teaching Staff for the Program.

The Board intends to fulfill its obligations relative to the provision of curriculum, technology, and other educational services, through a Services Agreement with K¹² Virtual Schools LLC (“K12”), a wholly owned subsidiary of K12 Inc., and the nation’s largest provider of K-12 virtual instruction services (see **Exhibit A** of **Tab 41**). The draft services agreement in **Tab 41** proposes that K12 will employ the Program Manager and the Office Administrator/Registrar.

Staff will be expected to demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, and administration according to their position in the school. The Chief Financial Officer shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12 pursuant to the terms of the product and services agreement. The Governing Board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the CEO and CFO to ensure that the financial needs of MEVA are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools.

The Board shall be responsible for overseeing the school's quality, operational and financial performance.

The Board shall be responsible for monitoring and supervising K12's performance under, and in compliance with, the terms of contracts for services in accordance with Applicable Law (see Section 2.3 of **Tab 41**). According to the terms of the services agreement, the CEO "shall assist the Board in its oversight and supervision of the provision of the educational products and services by K12 pursuant to this Agreement, and be responsible for the overall compliance of the Program with Applicable Law and the Charter Agreement." As an attachment to this application (see **Tab 46**), we have included an evaluation instrument that the Board is considering adopting for use in evaluating K12's performance on an annual basis at a minimum. The "lead individual" to be authorized by the Board to conduct and oversee the evaluation would be the CEO.

The evaluation incorporates feedback from individuals who work with the ESP: the Board, administrative staff, teachers, and others. Areas to be evaluated include General Contract Compliance, Educational Program, Human Relations, Financial Operations, and Student Records and Data.

In addition to this evaluation process, the Board will monitor K12 services using a variety of other tools, including: staff evaluations; frequent direct reporting from the administrative staff; suggestions from the Parent Advisory Council; parent surveys; and the multiple data collecting/reporting tools which are built into the MEVA/K12 technological frameworks. In the event that issues arise regarding the performance of K12 staff, such issues will be addressed as set forth in Section 7.3 of the Services Agreement (see **Tab 41**). K12 shall cooperate with such monitoring and oversight.

Any proposed contract between the Governing Board of the proposed school and the ESP must contain language that permits the Governing Board to cancel said contract immediately, should the charter school be required to cease operation. Also, anything in the ESP contract that is contradictory to the charter contract is null and void.

The proposed Educational Products and Services Agreement between the MEVA Governing Board and K12, including provisions for cancellation by either party (see Section 11.3 below), is included in the application in **Tab 41**.

11.3 Termination Upon Loss of Program Approval, Charter or Non-Profit Status. This Agreement may be terminated immediately by either Party upon written notice to the other Party: (i) if the charter school be required to cease operation; (ii) if the Charter Authorizer provides written notice that it has terminated, revoked, or non-renewed the Charter, or (iii) upon a final determination by the Internal Revenue Service that the Program is not eligible for 501(c)(3) status, or (iv) upon a final adverse determination by the highest court in the State that the Program is no longer valid under law or its ruling has the effect of terminating the Program.

Required Tabs

39. Background information on the ESP including relevant performance data for other schools that the ESP has managed
40. A list of any other schools managed by the ESP with contact information
41. The services agreement as executed between the school and the ESP (or final negotiated draft version if not yet executed) with an explanation of the duration and services to be provided

TAB 39-- ESP BACKGROUND INFORMATION

MISSION

K12 Inc. was founded with the mission of applying the advances in technology to provide children access to a high-quality public school education regardless of their geographic location or socio-economic background. Given the geographic flexibility of technology-based education, they believed that the pursuit of this mission can help address the growing concerns regarding the regionalized disparity in the quality of public school education, both in the United States and abroad. The convergence of these concerns and rapid advances in Internet technology created the opportunity to make a significant impact by deploying a high quality online learning system on a flexible, online platform.

HISTORICAL PROFILE

In September 2001, after 18 months of research and development of their curriculum, K12 Inc. introduced their kindergarten through 2nd grade offering. They launched their initial online learning system that year in virtual public schools in Pennsylvania and Colorado, serving approximately 900 students in the two states combined. They added new grades over the first seven years (now serving PreK-12) and continue to provide education, administrative, and technology services in more online public schools every year. They have also launched hybrid programs that combine face-to-face time in the classroom with online instruction and opened an online private school to reach students worldwide.

K12 has provided over 2 million courses - core subjects, AP®, world languages, credit recovery, and electives - to more than 200,000 students worldwide. In the 2013-2014 school year, K12 served 125,000 full-time students in public schools in two-thirds of the states and the District of Columbia, which equates to more than one million online semester courses.

QUALIFICATIONS

K12 is the country's leading provider of curriculum and school services to independent charter schools and district programs. K12 Inc. is a publicly traded company listed on the New York Stock Exchange (NYSE: LRN). It is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and CITA. K12 is the largest national K-12 online school provider to be recognized by AdvancED.

Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high quality learning experience for grade 7-12 students who are in need of alternative educational options. This will be accomplished through the provision of a high-quality, online public charter school that will build a community of students, families, and educators and will be supported by our proposed relationship with K12. Since their inception in 2000, K12 has invested in the development of curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for virtual charter schools like MEVA.

Assets that K12 provides:

- A comprehensive catalog of middle school and high school online courses aligned to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards
- High quality offline instructional materials
- Innovative online technology and tech support
- A learning management system—the engine that drives the learning experience--that captures assessment data and student progress through each course while it integrates the efforts of students, learning coaches, and teachers to feed data-driven instruction and promote mutual interaction and engagement focused on helping all students meet or exceed all proficiency and competency standards
- A secure, web-based student information management system to serve many school needs such as enrollment, report cards, state reporting, school operations, etc.
- A wide variety of professional development offerings for teachers and administrators
- Multiple tools for secure communication and collaboration
- Developmentally appropriate design

K12 is unique in the education industry because of its direct involvement in every component of the educational development and delivery process. Most educational content, software and service providers typically concentrate on only a portion of that process, such as publishing textbooks, managing schools or providing testing and assessment services. This traditional segmented approach has resulted in an uncoordinated and unsatisfactory education for many students. Unburdened by legacy, K12 has taken a holistic approach to the design of their learning system. They have developed an engaging curriculum which includes online lessons delivered over their proprietary school platform. The ESP combines this with a rigorous assessment system to test and assess students and processes to manage school performance and compliance. In addition, the professional development programs delivered by the ESP provides educators with the new teaching skills necessary to effectively meet the needs of their students in an online environment and will enable teachers to better utilize technology for instruction. K12's end-to-end learning system is designed to maximize the performance of the schools they serve and enhance student academic achievement.

For more information, visit: www.k12.com

Tab 40 - K12 SCHOOLS AND MILITARY BASE PROGRAMS
SCHOOL YEAR 2013-2014

FULL TIME ONLINE SCHOOL MODEL		YEAR OPEN	AREA SERVED	SCHOOL CONTACT INFORMATION ¹	ENROLLMENT (as of 10.1.13)	GRADES
AGORA CYBER CHARTER SCHOOL	NAME OF SCHOOL	2006	Pennsylvania (statewide)	Sharon Williams swilliams@k12.com	11,700	Gr. K-12
ALASKA VIRTUAL ACADEMY		2010	Alaska (statewide)	John Gutman jgutman@k12.com	75	Gr. K-6
ARIZONA VIRTUAL ACADEMY		2003	Arizona (statewide)	Cindy Wright Carter cwright@k12.com	4,791	Gr. K-12
ARKANSAS VIRTUAL ACADEMY		2007	Arkansas (statewide)	Scott Stiles sstiles@k12.com	1,360	Gr. K-8
CALIFORNIA VIRTUAL ACADEMY Fresno		2013	Fresno, Madera, Merced, Mono, Monterey, San Benito Counties		668	Gr. K-8
CALIFORNIA VIRTUAL ACADEMY Jamestown		2002	Tulare County, California and Contiguous Counties		163	Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Kings		2006	Kings County, California and Contiguous Counties		588	Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Los Angeles		2006	Los Angeles County, California and Contiguous Counties		2,660	Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Los Angeles High School		2011	Los Angeles County, California and Contiguous Counties		1,483	Gr. 9-12
CALIFORNIA VIRTUAL ACADEMY Maricopa		2013	Kern, Inyo, Santa Barbara, San Bernardino		1,503	Gr. K-8
CALIFORNIA VIRTUAL ACADEMY Maricopa High School		2013	Kern, Inyo, Santa Barbara, San Bernardino		674	Gr. 9-12
CALIFORNIA VIRTUAL ACADEMY San Diego		2002	San Diego County, California and Contiguous Counties		3,312	Gr. K-12
CALIFORNIA VIRTUAL ACADEMY San Joaquin		2009	San Joaquin County, California and Contiguous Counties		1,688	Gr. K-12
CALIFORNIA VIRTUAL ACADEMY San Mateo		2006	San Mateo County, California and Contiguous Counties		866	Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Sonoma		2004	Sonoma County, California and Contiguous Counties	All CAVA:	959	Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Sutter		2006	Sutter County, California and Contiguous Counties	Katrina Abston kabston@k12.com	888	Gr. K-12
COLORADO PREPARATORY ACADEMY		2013	Colorado (statewide)	Amy Valentine avalentine@k12.com	417	Gr. K-12
COLORADO VIRTUAL ACADEMY		2001	Colorado (statewide)	Todd Thorpe tthorpe@k12.com	2,686	Gr. K-12
COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL ONLINE		2005	District of Columbia School District (statewide)	Tracey Sloane tsloane@k12.com	147	Gr. K-8
CYBER ACADEMY @ SOUTH CAROLINA		2013	South Carolina (statewide)	David Crook dcrook@k12.com	432	Gr. K-9
FLORIDA VIRTUAL ACADEMY at BROWARD COUNTY		2013	Broward County		124	Gr. K-8
FLORIDA VIRTUAL ACADEMY at DUVAL COUNTY		2013	Duval County		163	Gr. K-9
FLORIDA VIRTUAL ACADEMY at OSCEOLA COUNTY		2012	Osceola County		101	Gr. K-10
FLORIDA VIRTUAL ACADEMY at PALM BEACH COUNTY		2013	Palm Beach County	ALL FLVA:	111	Gr. K-8
FLORIDA VIRTUAL ACADEMY at PASCO COUNTY		2013	Pasco County	Patty Betoni pbetoni@k12.com	76	Gr. K-8
FLORIDA VIRTUAL ACADEMY at SEVILLA COUNTY		2007	Georgia (statewide)	Matthew D. Arkin mdarkin@k12.com	13,128	Gr. K-12
GEORGIA CYBER ACADEMY		2011	Indiana (statewide)	Teran Armstrong tarms@k12.com	4,463	Gr. K-12
HOOSIER ACADEMY VIRTUAL SCHOOL		2002	Idaho (statewide)	Kelly Edginton kedginton@k12.com	3,172	Gr. K-12
IDAHO VIRTUAL ACADEMY		2008	Los Angeles County, California and Contiguous Counties	Shelia Shieber sshieber@k12.com	710	Gr. 9-12
INSIGHT CALIFORNIA, LOS ANGELES		2012	Arizona (statewide)	Cindy Wright Carter cwright@k12.com	733	Gr. 6-12
INSIGHT ACADEMY OF ARIZONA		2011	Colorado (statewide)	Amy Valentine avalentine@k12.com	712	Gr. 6-12
INSIGHT COLORADO		2011	Kansas (statewide)	Sarah Berger sberger@k12.com	543	Gr. 6-12
INSIGHT KANSAS		2011	Michigan (statewide)	John Huber jhuber@k12.com	n/a	Gr. 6-12
INSIGHT KANSAS ADULT		Fall 2014	Minnesota (statewide)	John Huber jhuber@k12.com	348	Gr. 6-12
INSIGHT MICHIGAN		2011	Ohio (statewide)	Amanda Conley aconley@k12.com	284	Gr. 6-12
INSIGHT MINNESOTA		2013	Ohio (statewide)	Amanda Conley aconley@k12.com	284	Gr. 6-12
INSIGHT OHIO		2008	Oregon (school district specific)	J. D. McMahan jdmcmahan@k12.com	630	Gr. 6-12
INSIGHT OREGON ALTERNATIVE		2008	Oregon (school district specific)	J. D. McMahan jdmcmahan@k12.com	630	Gr. 6-12
INSIGHT OREGON CHARTER OPTION		2013	Oregon (statewide)	Dennis Kostelecky dkostelecky@k12insight.org	417	Gr. K-12
INSIGHT WASHINGTON		2006	Washington (statewide)	Jeff Bush jbush@k12.com	1,998	Gr. 9-12
IOWA VIRTUAL ACADEMY		2013	Iowa (statewide)	Steve Hoff shoff@k12.com	206	Gr. K-12
KANSAS VIRTUAL ACADEMY		2013	Kansas (statewide)	Sarah Berger sberger@k12.com	148	Gr. K-6
IQ CALIFORNIA LOS ANGELES		2010	Los Angeles County, California and Contiguous Counties	Carol Henson chenson@k12.com	427	Gr. K-12
IQ KANSAS		2007	Kansas (statewide)	Lydia Todd ltodd@k12.com	377	Gr. 6-12
IQ MINNESOTA		2005	Minnesota (statewide)	Jennifer Thielke jthielke@k12.com	423	Gr. K-12
IQ WASHINGTON		2008	Washington (statewide)	Mark Cristiano mcristiano@k12.com	630	Gr. 6-12
LAWRENCE VIRTUAL HIGH SCHOOL		2010	Kansas (statewide)	Sarah Berger sberger@k12.com	329	Gr. 9-12
LOUISIANA VIRTUAL CHARTER ACADEMY		2011	Louisiana (statewide)	Dr. Perry Daniel pdaniel@k12.com	1,868	Gr. K-12
MASSACHUSETTS VIRTUAL ACADEMY at GREENFIELD COMMONWEALTH VIRTUAL SCHOOL		2010	Massachusetts (statewide)	Ryan Clepper rclepper@k12.com	466	Gr. K-12
MICHIGAN GREAT LAKES VIRTUAL ACADEMY		2013	Michigan (statewide)	Kendall Schroeder kschroeder@k12.com	527	Gr. K-12
MICHIGAN VIRTUAL CHARTER ACADEMY		2010	Michigan (statewide)	Jean Broadwater jbroadwater@k12.com	4,579	Gr. K-12
MINNESOTA VIRTUAL ACADEMY ²		2002	Minnesota (statewide)	Justin Treptow jtreptow@mna.k12.mn.us	2,337	Gr. K-12
NEVADA VIRTUAL ACADEMY		2006	Nevada (statewide)	Caroline McIntosh cmintosh@k12.com	3,651	Gr. K-12
NEW MEXICO VIRTUAL ACADEMY		2012	New Mexico (statewide)	Lynn Barr lbarr@k12.com	503	Gr. 6-12
OHIO VIRTUAL ACADEMY		2002	Ohio (statewide)	Kris Stewart kristewart@k12.com	13,957	Gr. K-12
OKLAHOMA VIRTUAL CHARTER ACADEMY		2009	Oklahoma (statewide)	Sheryl Tatum statum@k12.com	2,953	Gr. K-12
OREGON VIRTUAL ACADEMY		2008	Oregon (statewide)	Drew Hinds dhinds@k12.com	1,772	Gr. K-12
SOUTH CAROLINA VIRTUAL CHARTER SCHOOL		2008	South Carolina (statewide)	Cherry Daniel cdaniel@scvcs.org	3,829	Gr. K-12
TENNESSEE VIRTUAL ACADEMY		2011	Tennessee (statewide)	Josh Williams jwilliams@tnva.org	2,959	Gr. K-8
TEXAS ONLINE PREPARATORY SCHOOL		2013	Texas (statewide)	Sheri Remington sremington@k12.com	96	Gr. 3-12
TEXAS VIRTUAL ACADEMY		2007	Regions 1-14 and 20 (Central)	Sheri Remington sremington@k12.com	6,283	Gr. 3-12
UTAH VIRTUAL ACADEMY		2008	Utah (statewide)	Stacey Hutchings stutchings@k12.com	2,124	Gr. K-12
UTAH VIRTUAL ACADEMY-PART TIME		2011	Utah (statewide)	Stacey Hutchings stutchings@k12.com	145	Gr. 9-12
VIRGINIA VIRTUAL ACADEMY@ King and Queen County		2009	Virginia (statewide)	Suzanne Sloane ssloane@k12.com	111	Gr. K-2
VIRGINIA VIRTUAL ACADEMY@ Patrick County		2012	Virginia (statewide)	Suzanne Sloane ssloane@k12.com	270	Gr. K-5

Tab 40 - K12 SCHOOLS AND MILITARY BASE PROGRAMS
SCHOOL YEAR 2013-2014

NAME OF SCHOOL	YEAR OPEN	AREA SERVED	SCHOOL CONTACT INFORMATION ¹	ENROLLMENT (as of 10.1.13)	GRADES
BLENDED SCHOOL MODEL					
CALIFORNIA VIRTUAL ACADEMY Fresno	2013	Fresno, Madera, Merced, Mono, Monterey, San Benito Counties		668	Gr. K-8
CALIFORNIA VIRTUAL ACADEMY Jamestown	2002	Tuolumne County, California and Contiguous Counties		163	Gr. K-12
CALIFORNIA VIRTUAL ACADEMY Kings	2006	Kings County, California and Contiguous Counties		588	Gr. K-12
WASHINGTON VIRTUAL ACADEMY Montrose-HS	2007	Washington (statewide)	Mark Christiano mchristiano@k12.com	436	Gr. 9-12
WASHINGTON VIRTUAL ACADEMY Omak	2010	Washington (statewide)	Mark Christiano mchristiano@k12.com	3,781	Gr. K-12
WISCONSIN VIRTUAL ACADEMY	2009	Wisconsin (statewide)	Leslye Erickson lerickson@k12.com	2,047	Gr. K-12
WYOMING VIRTUAL ACADEMY	2009	Wyoming (statewide)	Nicole Tilley ntilley@k12.com	739	Gr. K-12
MILITARY BASE MODEL					
NEWARK PREP	2013	New Jersey	Dr. Soma Sam ssam@k12.com	288	Gr. 9-10
SAN FRANCISCO FLEX ACADEMY	2010	California (statewide permitted by charter)	Steve Henderson shenderson@k12.com	125	Gr. 9-12
SILICON VALLEY FLEX ACADEMY	2011	California (statewide permitted by charter)	Jean Southland jsouthlan@k12.com	288	Gr. 6-12
YOUTH CONNECTIONS CHARTER SCHOOL	2009	Chicago Public Schools District	Elizabeth Roth eroth@k12.com	155	Gr. 11-12
MILITARY BASE MODEL					
OTHER INSTRUCTIONAL MODELS					
NAME OF SITE					
BOLLING AIR FORCE BASE - DISTRICT OF COLUMBIA	2013	Associated School			
FORT BLISS - TEXAS	2012	CAPCS Online	Tracy Sloane jsloane@k12.com		
FORT HOOD - TEXAS	2012	Texas Virtual Academy	Sherri Remington Sremington@k12.com		
FORT POLK - LOUISIANA	2013	Texas Virtual Academy	Sherri Remington Sremington@k12.com		
LACKLAND AIR FORCE BASE - TEXAS	2011	Louisiana Virtual Charter Academy	Dr. Perry Daniel pdaniel@k12.com		
PETERSON AIR FORCE BASE - COLORADO	2011	Texas Virtual Academy	Sherri Remington Sremington@k12.com		
RANDOLPH AIR FORCE BASE - TEXAS	2011	Colorado Virtual Academy	Marc Costain mccostain@k12.com		
TINKER AIR FORCE BASE - OKLAHOMA	2010	Texas Virtual Academy	Sherri Remington Sremington@k12.com		
F.E. WARREN AIR FORCE BASE - WYOMING	2011	Oklahoma Virtual Academy	Sheryl Tatum statum@k12.com		
	2011	Wyoming Virtual Academy	Nicole Tilley ntilley@k12.com		
NAME OF SCHOOL					
CHICAGO VIRTUAL CHARTER SCHOOL	2006	Chicago Public Schools district	Amy Blasbas agblasbas@k12.com	691	Gr. K-12
HAWAII TECHNOLOGY ACADEMY	2008	Hawaii (statewide)	Leigh Fitzgerald lfitzgerald@mhFTA.org	1,307	Gr. K-12
HOOSIER ACADEMY INDIANAPOLIS	2008	Indiana (statewide)	Teran Armstrong tarmsstrong@k12.com	458	Gr. K-12
MAURICE J. MOYER ACADEMY	2010	Delaware (New Castle County)	Alana Walls Alana.Walls@njm.k12.de.us	227	Gr. 6-12

¹ School leader name and email address

² K¹² has managed MNVA in varying grade configurations since 2002 (2002-2004: K-8; 2008-2011: (9-12); 2011-2012: K-12).

**EDUCATIONAL PRODUCTS AND SERVICES
AGREEMENT**

Between

MAINE LEARNING INNOVATIONS

And

K12 VIRTUAL SCHOOLS LLC

DRAFT

TABLE OF CONTENTS – EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

RECITALS..... 1

1. DEFINITIONS..... 1

2. SCHOOL RESPONSIBILITIES..... 2

3. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES..... 3

4. FINANCIAL MATTERS..... 4

5. TERM OF AGREEMENT..... 5

6. PRICING, FEES AND PAYMENT..... 6

7. PERSONNEL SUPPORTING THE PROGRAM..... 6

8. PAYMENT OF PRODUCT AND SERVICE FEES..... 7

9. RELATIONSHIP OF THE PARTIES..... 8

10. OTHER SCHOOLS..... 9

11. TERMINATION..... 9

12. TERMINATION EFFECTS..... 10

13. INTELLECTUAL PROPERTY RIGHTS..... 10

14. LIMITS OF LIABILITY AND DAMAGES..... 12

15. ASSIGNMENT..... 12

16. INDEMNITY..... 12

17. INSURANCE..... 13

18. REPRESENTATIONS AND WARRANTIES..... 14

19. OFFICIAL NOTICES..... 16

20. NON-SOLICITATION/NON-HIRING..... 16

21. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW..... 17

22. MISCELLANEOUS..... 17

EXHIBIT A..... 20

EXHIBIT B..... 25

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the
MAINE LEARNING INNOVATIONS
And
K12 VIRTUAL SCHOOLS LLC

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT (“**Agreement**”) is made and entered into, by and between Maine Learning Innovations a Maine nonprofit corporation (hereinafter the “**School**”) and K12 Virtual Schools LLC, a Delaware limited liability company (hereinafter “**K12**”), each a “**Party**” together the “**Parties**”, as of the date signed by both Parties, and includes the following exhibits:

- a. Exhibit A (Products and Services)
- b. Exhibit B (K12 Proprietary Marks)
- c. Exhibit C (Current National Price List)

RECITALS

A. **WHEREAS**, the mission of the School is to utilize research-based learning and technology applications, combined with teacher/student/parent involvement, to provide a new, innovative model of public charter school education adapted to the needs of middle and high school students throughout the State of Maine.

B. **WHEREAS**, Maine Learning Innovations was granted a charter from the Maine State Charter School Commission, pursuant to Title 20-A, Chapter 112 of the Maine Revised Statutes, to operate a charter school to be called Maine Virtual Academy that will utilize K12 products and services in accordance with this Agreement.

C. **WHEREAS**, it is the intention of both Parties to enter into a relationship in which K12 provides to Maine Learning Innovations educational products and services in accordance with the terms of this Agreement.

NOW, THEREFORE, the Parties mutually agree as follows:

1. **DEFINITIONS.** For the purposes of this Agreement, capitalized terms used herein but not otherwise defined shall have the meaning ascribed to them in this Section 1 as follows:

1.1. **Affiliates.** An “Affiliate” of K12 is an entity that controls, is controlled by, or under common control with K12, where “control” means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2. **Applicable Law.** Applicable Law is defined herein as the Constitution of the State of Maine, the Maine education laws and/or code, the federal Elementary and Secondary Education Act, the federal Individuals with Disabilities in Education Act, other applicable federal, state or local statutes, ordinances and regulations, any amendments to or recodification of the aforementioned laws, and other binding rulings applicable to public charter schools in the State of Maine.

1.3. **Board.** The Board is the Board of Directors of Maine Learning Innovations that governs the School.

1.4. Charter. The Charter is defined as the authorization provided to the School by the Charter Authorizer pursuant to Applicable Law, permitting the School to operate as a public charter school and entitled to receive public funds, appropriations and other revenues.

1.5. Charter Authorizer. The Charter Authorizer is the entity which has been granted the authority by law to permit the School to operate in accordance with the Charter and Applicable Law. The Charter Authorizer is currently the Maine State Charter School Commission.

1.6. Facility. Facility means the real property leased by Maine Learning Innovations for the School's administrative offices and, as required and agreed in writing, any Student learning and tutoring centers in accordance with the terms herein.

1.7. Fiscal Year. The Fiscal Year shall run July 1 through June 30.

1.8. Program. The Program is Maine Learning Innovations public online educational offering, currently known as Maine Virtual Academy.

1.9. Program Revenues. Program Revenues are all revenues and income generated or appropriated for and received by or on behalf of the School as attributed to any Student, the School or the Program which includes, but is not limited to, the following sources as applicable: state and local per-pupil basic education funds and other public school state and local funding; federal funds specific to the Program and/or its students; other funding including, but not limited to, Title I of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. §6301 et seq., as amended); State provided facility funding and other income or revenue sources provided by law and obtained by the School and/or K12 which are not specifically excluded herein and all contributions and grants (including but not limited to Charter School Block Grants and other grants as applicable) received by or on behalf of the School and granted as a matter of right and/or practice or through competitive and non-competitive grant processes, which are to assist in the improvement of the Facility, the implementation or maintenance of the Program, and/or School operations. Program Revenues shall not include: (i) income generated by Students individually or collectively via student fundraisers (whether not such fund raiser is School-sponsored), and (ii) private charitable donations made to the School's general fund; all to the extent K12 is not required to manage, track, report on or otherwise assist with the generation, disbursement or collection of such income or donations.

1.10. School. The School is Maine Learning Innovations, a Maine nonprofit corporation.

1.11. Shareholder. A Shareholder is a holder of greater than one percent (1%) of K12's outstanding shares of common stock.

1.12. State. The State is Maine.

1.13. Student. A Student is any student enrolled and/or otherwise taking course(s) in the Program or previously enrolled, including those pupils who have withdrawn.

2. SCHOOL RESPONSIBILITIES.

2.1. Governance of the School. The Board of the School, pursuant to the Charter, is fully responsible for all governance of the school, and ultimately responsible for all management, policy and budgeting decisions impacting the school and its students as detailed below.

2.2. Adoption of Policies. The Board of the School shall be responsible for establishing the policies governing operation of the Program ("**Program Policies**"), and all Program Policies shall be approved by the

Board. The Board of the School retains ultimate responsibility for adopting policies and for overseeing implementation of those policies.

2.3. Oversight of K12. The School shall be responsible for monitoring and supervising K12's performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The School shall also be responsible for overseeing the Program's quality, operational and financial performance. K12 shall cooperate with such monitoring and oversight.

2.4. School Compliance. The School will perform its obligations under this Agreement and shall comply with, and govern itself in a manner consistent with, the requirements of Applicable Law, the Charter, the Charter Authorizer's policies, and the Program Policies.

2.5. Lease Compliance. The School agrees to comply fully and completely with the terms and conditions of the Lease (defined in Section 4.3.5 below) and shall be responsible for any monetary obligations incurred thereunder in accordance with this Agreement.

3. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.

3.1. Description of Educational Products. During the Term, K12 and Affiliates shall license to the School solely for use in the Program, on a non-exclusive, non-assignable, non-sublicensable basis the products and offerings, as described in Exhibit A (collectively the "**Educational Products**"). During the Term, the Parties may agree upon K12 and Affiliates licensing additional products (e.g., new curriculum, supplementary curriculum, and/or educational programs) beyond those listed in Exhibit A. Provision of additional products will be mutually agreed upon and shall be governed by the terms of this Agreement unless otherwise agreed in writing.

3.2. Description of Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the School solely for the Program "**Administrative Services**" and "**Technology Services**" as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". During the Term, the Parties may agree upon K12 and Affiliates providing the School with additional services beyond those listed in Exhibit A. Provision of additional services shall be governed by the terms of this Agreement unless otherwise agreed in writing.

3.3. Special Education Services. Pursuant to the policies established by the School, K12 shall provide special education and/or related special needs services including but not limited to recruiting teachers and procuring related service providers, to Students with special education needs or any Students who have, will have or require an Individualized Education Program ("**IEP**"). All special education-related funding from any source for the Special Education Students shall be included within Program Revenues.

3.4. Place of Performance. Performance of Services is not required to be rendered at the Facility, unless specifically stated in Exhibit A or for compliance with Applicable Law or the Charter. It is the intent of the parties that, when practicable, staff for the Program will be recruited and employed within Maine.

3.5. Standards of K12 Performance.

3.5.1. K12 Compliance. K12 will provide the Educational Products and Services set forth in this Agreement and any amendments hereto in accordance with Applicable Law, the Charter, and Board policies made known to K12 in writing and relating to the Program. Subject to Section 11, K12 shall also comply with changes in Board policies within thirty (30) days of receipt of written notice and a copy thereof.

3.5.2. Confidentiality of Records. K12 will maintain the confidentiality of Program personnel, student and other records in accordance with the requirements of Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 (“**FERPA**”) and the State open records act, K12 has a legitimate educational interest for purposes of the School disclosing a student’s educational records to K12. The School shall define “school officials” and “legitimate educational interest” as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

3.5.3. Licensure or Other State Requirements. Except as otherwise provided in this Agreement, K12 will comply with all applicable licensure or other requirements of the State and any regulations promulgated thereunder.

3.5.4. Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital status, familial status, and sexual orientation.

4. FINANCIAL MATTERS.

4.1. Final Program Budgets. The School will adopt an annual Program budget for each Fiscal Year during the Term and the Parties agree that the School’s Chief Financial Officer and K12 will develop and present to the Board (or its authorized delegates or subcommittee) a proposed annual Program budget for each Fiscal Year by March 15 for the following fiscal year, and the Board shall finalize an annual Program budget by May 15 for the following fiscal year. If the Board intends to adopt an annual Program budget for the following fiscal year that does not anticipate full payment of the fees under section 6.3 of this agreement, it shall notify K12 at least ten (10) days before the adoption of any such budget. K12 and the Board agree to engage in good faith discussions on modifications that would lead to a budget that reasonably anticipates full payment of the fees under section 6.3 in this Agreement. If, after good faith discussions, the Board adopts an annual Program Budget that does not reasonably anticipate full payment of the fees under section 6.3 of this Agreement, and K12 has not agreed to such a budget, then K12 will have the termination option pursuant Section 11.1.

4.2. Budget Modifications. The School’s Chief Financial Officer and K12 may submit to the Board proposed modifications to the annual Program budget to take into account the actual Program student enrollment for such school year, other changes in key assumptions or other changes deemed necessary or appropriate. The Parties will work in good faith to agree in writing on modifications to the final Program budget but, in any event, the Board shall act on any modifications proposed by K12 within thirty (30) days. The Board may not modify the annual Program budget during the fiscal year in a manner that would result in the non-payment of fees under this Agreement during the Fiscal Year without the consent of K12.

4.3. Financial Reports. K12 shall, upon request of the Board, (i) prepare and submit reports on the Program’s finances as often as on a monthly basis in addition to those financial reports required by Applicable Law or the Charter, and (ii) provide the Board with such other information as reasonably necessary and appropriate to enable the Board to monitor performance under the Charter and related agreements, including the effectiveness and efficiency of the Program’s operations. All such requests shall be made in writing.

4.4. Program Audit. The School will arrange for an independent audit of the Program’s financial statements. The cost of such audit shall be a Program Expense.

4.5. Program Expenses. The School will be responsible for all debts, liabilities, and obligations incurred on behalf of the Program by or on behalf of the Parties (collectively, “**Program Expenses**”) during the Term

of the Agreement. Program Expenses shall be determined in accordance with the budget process set forth herein, will be paid out of the Program Revenues and shall include, but are not limited to, the following Program-related costs:

- 4.5.1. teacher related expenses;
- 4.5.2. expenses related to the Program's Chief Executive Officer and Chief Financial Officer;
- 4.5.3. teacher training related expenses;
- 4.5.4. offices for administrative staff and related expenses;
- 4.5.5. Student Support Staff (defined in Section 7.4 below) related expenses;
- 4.5.6. related services expense for Students with special education needs (as applicable);
- 4.5.7. state test related expenses;
- 4.5.8. school community building;
- 4.5.9. direct mail, printing and related expenses for enrolled Students;
- 4.5.10. amounts due to K12 and its Affiliates, including interest on Advances and past due amounts;
- 4.5.11. supplemental curriculum and other academic services as agreed to by K12 in writing;
- 4.5.12. reasonable legal fees for representation of the Board as it pertains directly to the Program;
- 4.5.13. insurance including directors' and officers' liability insurance, general liability insurance and other Program insurance coverage, as appropriate;
- 4.5.14. accounting and reporting not comprehended in K12's Services to be provided, payroll processing, audit, and/or tax preparation fees directly associated with the Program;
- 4.5.15. use, sales, income, property or other taxes, if any;
- 4.5.16. fees for required background investigations of School employees;
- 4.5.17. Office Facility and infrastructure related expenses; and
all other Program related expenses approved in the budget.

4.6. Start-Up Financing. If the Board chooses to request start-up financing from K12 to address cash-flow issues in the first fiscal year of this agreement, the Board shall notify K12 in writing at least thirty (30) days prior to exercising this option. K12 agrees to provide the board with a short term interest free loan to address start-up cash flow issues if those funds are required to meet the annual Program budget. The term of any such loan shall not exceed nine (9) months, and in any event shall be repaid in full prior to the close of the fiscal year.

5. TERM OF AGREEMENT.

5.1. Term. This Agreement will become effective upon the date of full execution by the Parties, for commencement on March 4, 2014 or the date the Charter Authorizer executes a Charter with the School ("**Effective Date**") and will terminate on June 30, 2019 ("**Initial Term**") unless sooner terminated under the Section 11 of this Agreement. In the event the Charter Authorizer and/or the Charter changes, this Agreement shall automatically survive and be performed in accordance with the new Charter, these terms and conditions and Applicable Law, unless this Agreement is otherwise terminated in accordance with Section 11 herein.

5.2. Renewal. Following the Initial Term, this Agreement will automatically be extended for successive additional periods concurrent with any extension of the charter contract unless either Party notifies the other Party at least one (1) year prior to the deadline for the submission of a Charter renewal application (each such period a "**Renewal Term**"), to the extent the Charter Authorizer renews the Charter for such period in accordance with Applicable Law. The Initial Term and any Renewal Terms will be referred to collectively as the "**Term**".

6. PRICING, FEES AND PAYMENT.

6.1. Authorizer Oversight Compensation. From the state per pupil allocation portion of the Program Revenues (for example, excluding federal pass-throughs, block grants, federal special education and other federal funding), the School shall pay up to three percent (3%) of such allocation to the Charter Authorizer (hereinafter “**Authorizer Oversight Fee**”) to cover all administrative expenses, and other costs incurred that are associated with the Charter Authorizer’s responsibility of supervising, reporting and overseeing the Program’s quality, compliance, operational and financial performance in accordance with Applicable Law and the Charter.

6.2. Educational Product Prices. In consideration of the value of the Educational Products provided by K12 as specified in detail in Exhibit A, the School will pay K12 and its Affiliates for the Educational Products based on the then current national K12 Managed Virtual School Pricing for similarly situated schools (“**Product Price List**”). The current national K12 Manage Virtual School Price list is attached as Exhibit C Notwithstanding anything in this Agreement to the contrary, for each Educational Product set forth in the Product Price List, the School agrees that the fees for such Educational Products will be subject to change, no more than once per calendar year, at K12’s reasonable discretion and communicated to the School during the annual budget process. Payment for the Educational Products shall be made in accordance with Section 8 below.

6.3. Administrative Services Fee. In consideration of the value of the Administrative Services provided by K12, as specified in detail in Exhibit A, the School agrees to pay K12 and its Affiliates eight percent (8%) of the Program Revenues (the “**Administrative Services Fee**”) for each Fiscal Year of the Agreement. Payment for the Administrative Services Fee shall be made in accordance with Section 8 below.

6.4. Technology Services Fee. In consideration of the value of the Technology Services provided by K12 as specified in detail in Exhibit A, the School agrees to pay K12 and its Affiliates seven percent (7%) of the Program Revenues for the Technology Services (the “**Technology Services Fee**”) for the each Fiscal Year of the Agreement. Payment for the Technology Service Fee shall be made in accordance with Section 8 below.

7. PERSONNEL SUPPORTING THE PROGRAM.

7.1. Chief Executive Officer and Chief Financial Officer. The School shall employ the Chief Executive Officer and Chief Financial Officer for the Program. The Chief Executive Officer shall assist the Board in its oversight and supervision of the provision of the educational products and services by K12 pursuant to this Agreement, and be responsible for the overall compliance of the Program with Applicable Law and the Charter Agreement. The Chief Executive Officer shall also coordinate with the Director of Instruction relating to the evaluation of all staff assigned to the Program. The Chief Financial Officer shall be responsible for the oversight and control of all Program Funds, financial audits, and the calculation and payments to K12 pursuant the terms of this Agreement.

7.2. K12 Staff Assigned to the Program. K12 will employ and determine the employment terms of the Program Manager and administrative personnel as needed and mutually agreed with the Board. The responsibilities and performance of K12’s staff will be consistent with Applicable Law and Program Policies. Such administrative personnel may be assigned to the Program on a full- or part-time basis. K12 will have authority to hire, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members. K12 shall consult with the School’s Chief Executive Officer prior to the evaluation of K12 employees assigned to the Program.

7.3. Complaints About Or Removal Of K12 Staff. If the Board or Chief Executive Officer of the School is dissatisfied or concerned about the job performance of a K12 staff member assigned to the Program and the issue is not able to be resolved internally, the Chief Executive Officer shall bring the matter first with the

K12 Regional Vice President for Operations or its equivalent. In the event that any concerns are not addressed within thirty (30) days, the Chief Executive Officer may escalate the matter to K12's Executive Vice President for School Operations, who will consult directly with the School's Chief Executive Officer within seven (7) days of any such escalation and both shall make a good faith effort to resolve any outstanding issues. If the issues are not resolved, the Parties agree to proceed to the dispute resolution procedures as detailed in Section 21. However, if any K12 employee assigned to the program violates Applicable Law, commits an act of discrimination or other serious misconduct, or threatens the immediate health or well-being of a student, that employee shall be removed immediately from responsibilities related to the School at the request of the Board.

7.4. Student Support Staff And Certified Teaching Staff. The Board shall employ and be responsible for the Certified Teaching Staff for the Program. K12 shall employ and be responsible for the Student Support Staff (defined below) for the Program. In accordance with Section 4.8, the School will be responsible for all costs associated with the employment of such Teachers and School Support Staff, (including, without limitation, salaries, benefits, travel and other Program related expenses), however K12 shall only employ Student Support Staff as provided for in the annual Program budget or any modification thereof. "**Student Support Staff**" is defined as any position that provides direct services to the Program and its Students other than the Certified Teaching Staff or student counselors which may include, Special Education Coordinators, Registrar, Nurse, Community Relations Coordinator, Truancy Officer, Related Services Coordinator, or similar positions. To the extent required by law, all Student Support Staff personnel shall be State certified or possess the necessary credentials, qualifications, background and conduct checks as required by Applicable Law and/or the Charter. K12 shall consult with the Chief Executive Officer prior to any evaluation of Student Support Staff, and K12 shall assist as requested in the evaluation of the Certified Teaching Staff assigned to the Program. If any member of the Student Support Staff has a concern with school operations, has presented that concern to the Director of Instruction (unless the concern is directly with the Director of Instruction), and does not believe the Director of Instruction has addressed the issue, that person may bring the issue directly to the attention of the Chief Executive Officer.

7.5. Background Investigations on K12 Employees. As part of its Administrative Services, K12 will be responsible for arranging for criminal background checks to be conducted on its employees assigned to the Program and to the School's employees to the extent required under Applicable Law and will maintain documentary evidence that it has done so. Upon the School's request, K12 will provide the School with documentary evidence of its compliance, subject to any confidentiality requirements imposed by Applicable Law.

8. PAYMENT OF PRODUCT AND SERVICE FEES.

8.1. Invoicing and Payment of Fees. K12 will submit to the School, a detailed invoice for the Educational Products and Services delivered for the prior calendar month. For any fees calculated as a percentage of Program Revenue, such fees will be calculated based upon the approved budget or subsequent updates in effect for the applicable calendar month and will be billed for services rendered on a monthly basis during the Term, even though Program Revenue may be received by the School beyond the expiration of the Term.

8.2. Location of Payment. All payments made hereunder will be made to K12 (or its designated Affiliate) and at the address set forth above, or such other address provided by K12 in writing.

8.3. Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the invoice date, or, if the school is unable to pay due to the lack of receipt of Program Revenues, within thirty (30) days of when the School receives Program Revenue. School agrees to pay interest on overdue Advances at a rate of prime plus two percent (2%), not to exceed fifteen percent (15%) per annum. All other amounts past due and owing by the School to K12 will accrue interest at one and one-quarter percent (1¼ %) per month but not to exceed fifteen percent (15%) per annum on each overdue amount.

8.4. Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the Program. Without limiting the foregoing, the School agrees to pay any sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of such taxes. Any taxes on products or services that are a Program Expense shall also be a Program Expense.

8.5. Year-End Adjustments. Within thirty (30) days after completion of the School's audited financial statements for each Fiscal Year, K12 will prepare and submit to the Board a statement of the total amounts of the Administrative Services and Technology Services Fees or other Service fees set forth in this Agreement (collectively "**Service Fees**") payable with respect to such Fiscal Year, including the calculation of such amounts (which calculations will be based upon the School's audited financial statements for such Fiscal Year). If the total amount of the Service Fees calculated in accordance with the foregoing sentence exceeds the total amount invoiced by K12 pursuant to Section 8.1, then the excess amount will be payable to K12; if such total amount is less than the total amount invoiced by K12 pursuant to Section 8.1, then the shortfall amount will be payable to the School. Payment of any excess Service Fees payable to K12 will be due thirty (30) days after the submission of the statement thereof. Reimbursement to the Board of any overpayment of Service Fees will be due thirty (30) days after the submission of the statement thereof, provided, that K12 may elect in its discretion to set-off the amount of any such overpayment against any outstanding obligations of the School to K12 or any Affiliate of K12.

8.6. Disputed Amounts. If the School disputes any charge invoiced by K12 ("**Disputed Amounts**"), the Board (or its authorized designee) must submit a good faith claim in writing regarding the Disputed Amount with documentation reasonably necessary to support the claim no later than ninety (90) days beyond the then-current Fiscal Year audit regarding the Disputed Amount. If the Board (or its authorized designee) does not submit a documented claim to K12 within such time frame regarding such Disputed Amount, then notwithstanding anything in this Agreement to the contrary, the Board waives all rights to dispute and file any claim thereafter regarding such Disputed Amount (and the School also waives all rights to otherwise claim that it does not owe such Disputed Amount or to seek any credits or reimbursements or other amounts of any kind based upon or relating to such Disputed Amount).

9. RELATIONSHIP OF THE PARTIES.

9.1. Status of the Parties. K12 is not a division or any part of the School. The School is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the School and K12.

9.2. Relationship Between the Board and the School. The School is a non-profit corporation organized under the laws of the State and governed by its Board. Although many provisions in this Agreement refer to the Program, it is the School that has the final legal responsibility under this Agreement to K12 and the Charter Authorizer.

9.3. No Related Parties or Common Control; Certain Permitted Participations. Except as contemplated by this Agreement or any agreement between the Board and any Affiliate with respect to the provision of services described hereunder, K12 will not have any role or relationship with the Board that, in effect, substantially limits the Board's ability to exercise its rights, including termination rights, under this Agreement. None of the Board's voting power shall be vested in K12 or its directors, trustees, members, managers, officers, Shareholders, or employees, and none of the voting power of K12's board of directors or Shareholders of K12 shall be vested in the Board's or its Charter Authorizer's directors, trustees, members,

managers, officers, shareholders, or employees. Each Party agrees that it will not take any action that would cause the Board and K12 to be members of the same control group, as defined in Section 1.150 et seq. of the regulations under the IRC, or related persons, as defined in Section 144(a)(3) of the IRC. The Board may permit employees or agents of K12 to have a nonvoting presence at the Board meetings, including executive sessions, during the Term of this Agreement, provided that, the inclusion of employees or agents of K12 in executive sessions will be at Board's discretion and shall not be inconsistent with Applicable Law.

9.4. Exclusivity. K12 shall be the sole provider of the Educational Products and Services for the Program unless otherwise waived in writing by an authorized officer of K12. Nothing within this provision, however, shall be construed to restrict the Board in the exercise of its fiduciary obligations to the School. Moreover, the School shall be permitted to procure goods and services from a third party to the extent required by law, or the Charter, solely provided such goods and services are not otherwise included in the Educational Products and Services. Prior to any third party procurements, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein or in the future, and if K12 is able and willing to provide such services or goods the School shall procure them from K12.

10. OTHER SCHOOLS. The Parties acknowledge that K12 and its Affiliates will have the right to render similar services to other persons or entities including other public or private schools or institutions within and outside of the State ("**Other Schools**"), however, K12 will not provide the same curriculum and services specified in this Agreement to another statewide charter school in the State utilizing the same instructional model and serving the same grades as the School.

11. TERMINATION. Events of termination are as follows:

11.1. Budget Termination. Optional termination pursuant to Section 4.1 if the Board adopts an annual Program budget which reasonably anticipates the non-payment of the fees under Section 6.3 of this Agreement, K12 must exercise this termination option within fourteen (14) days of the adoption of an annual Program budget which does not anticipate the full payment of the fees specified in Section 6.3 of the this Agreement.

11.2. Termination for Cause. The Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 21; however, either Party may terminate this Agreement at any time with ninety (90) days' prior written notice to the other Party for cause. Termination for cause shall mean the breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this Agreement, and a failure to cure such a breach within forty-five (45) days after receiving written notification from the terminating Party. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity.

11.3. Termination Upon Loss of Program Approval, Charter or Non-Profit Status. This Agreement may be terminated immediately by either Party upon written notice to the other Party: (i) if the charter school be required to cease operation; (ii) if the Charter Authorizer provides written notice that it has terminated, revoked, or non-renewed the Charter, or (iii) upon a final determination by the Internal Revenue Service that the Program is not eligible for 501(c)(3) status, or (iv) upon a final adverse determination by the highest court in the State that the Program is no longer valid under law or its ruling has the effect of terminating the Program.

11.4. Termination for Failure to Approve Budget. In the event that the Board does not approve any Program budget by May 15 of any given year, K12 may terminate this Agreement for the upcoming fiscal year by written notice to the Board by June 1, however the Board may cure the failure to adopt a budget by June 15 for the upcoming fiscal year.

11.5. Change in Applicable Law. If any change in Applicable Law enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

12. TERMINATION EFFECTS. Effects of termination are as follows:

12.1. Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the School of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

12.2. Return of Equipment. Return of K12-provided equipment is mandatory. As such, all K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the School at the Replacement Value. The Replacement Value is the cost to replace the equipment anew, without regard to depreciation.

12.3. Fees Owed. In the event this Agreement terminates as provided for herein, or it expires pursuant to its terms, and unless otherwise agreed by the Parties in writing, the School shall owe for all products and services rendered to include the Administrative and Technology Services Fees, Educational Products and Services in accordance with this Agreement for the period up to and including then current Fiscal Year of the termination or expiration. All such fees will be determined on an accrual basis per the School's audited financial statement up to and including the year in which this Agreement terminates or expires. Fees will not be applied to Program Revenue generated after the termination of the Agreement.

13. INTELLECTUAL PROPERTY RIGHTS.

13.1. Proprietary Materials. The School acknowledges and agrees that K12 has the right to license (or sublicense as the case may be) certain intellectual property rights and interests in and to K12 and its Affiliate's (and respective licensor's) intellectual property, including but not limited to curriculum, trade secrets, know-how, proprietary data, documents and written materials in any format, artwork, graphics, charts, software, licenses, marketing materials, Program name, website design and domain numbers and names including those registered by K12 and/or for K12, its Affiliates and the Program and other materials created for the Program, and curricular materials and any and all customizations and derivative works thereof (collectively, "**K12 Proprietary Materials**"). The School further acknowledges and agrees that: (i) it has no intellectual property interest or claims in the K12 Proprietary Materials or any customizations and derivative works thereof or any other materials created for use in connection with the K12 Proprietary Materials, (ii) it has no right to use the K12 Proprietary Materials unless expressly agreed to herein by K12, and (iii) K12 and its Affiliates (and respective licensors as the case may be) own all intellectual property rights in and to the K12 Proprietary Materials.

13.2. Sub-License of K12 Proprietary Materials. K12 hereby grants the School a royalty-free, non-exclusive, non-transferable sub-license, during the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, to use and distribute the K12 Proprietary Materials solely in connection with the Program operations as contemplated in this Agreement. Notwithstanding the

foregoing, the School shall not: (i) modify or otherwise create, or permit third parties to modify or otherwise create, derivative works from or using the K12 Proprietary Materials, (ii) sublicense any rights under this Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion, or (iii) frame any website owned by K12. Upon the termination of such license, the School will cease use of the K12 Proprietary Materials, and will return all K12 Proprietary Materials to K12 promptly, including those in the possession of the Board, any teachers and School employees participating in the Program, and students participating in the Program.

13.3. Rights of K12 in K12 Proprietary Marks. The School acknowledges and agrees that, as between the School and K12, K12 (and its applicable Affiliates) owns and shall maintain all intellectual property rights, title and interest, including any goodwill, in and to K12 and its Affiliate's trademarks, service marks, trade dress and trade names including the Program name(s), Program logo(s) and related marks and trade dress and the K12 mark, K12 (& Design) and as may be featured in Exhibit B (collectively, “**K12 Proprietary Marks**”). The School further acknowledges and agrees that it has no intellectual property interest or claims in the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the K12 Proprietary Marks and has no right to use the K12 Proprietary Marks except in the limited capacity as set forth in Section 13.4 or unless expressly agreed to in writing in advance by K12, which agreement K12 may withhold in its sole discretion.

13.4. Sub-License of K12 Proprietary Marks. K12 hereby grants the School a royalty-free, non-exclusive, non-transferable sublicense, during the Term and for a period of thirty (30) days following the expiration or earlier termination of this Agreement, to use the K12 Proprietary Marks relating to the Program solely in connection with the operations of Program as contemplated in this Agreement. Notwithstanding the foregoing, the School will not be permitted to sublicense any rights under this Agreement without the advance written approval of K12, which approval may be withheld by K12 in its sole discretion. Upon the termination of such license, the School will cease use of the K12 Proprietary Marks.

13.5. Limitations on Use of K12 Proprietary Materials and K12 Proprietary Marks by School. The School will use the K12 Proprietary Materials and the K12 Proprietary Marks only as provided in this Agreement. Notwithstanding the foregoing license rights, the School also agrees not to not alter, copy, disassemble, reverse engineer or modify the K12 Proprietary Materials and/or the K12 Proprietary Marks in any way, nor will the School act or permit action in any way that would impair the rights of K12 in them. The School's authorized use will not create any right, title, or interest in or to the K12 Proprietary Materials or the K12 Proprietary Marks any customizations and derivative works thereof or any other materials created for use in connection with the foregoing. K12 will have the right to monitor the quality of the School's use of the K12 Proprietary Materials and the K12 Proprietary Marks, and the School will notify K12 promptly in writing of any known infringement thereof and of any use of K12's Intellectual Property (including the K12 Proprietary Materials, and/or the K12 Proprietary Marks) by an unauthorized party, other than set forth or contemplated by this Agreement, of which the School becomes aware. K12 and the School agree to reasonably assist each other in pursuing measures to prevent further use of K12's Intellectual Property by said unauthorized party. Any references to or use of the K12 Proprietary Materials or the K12 Proprietary Marks by the School will contain the appropriate trademark, copyright or other legal notice provided from time to time by K12 and will be subject to additional trademark usage standards developed by K12 and modified from time to time by K12 with advance notice in writing. Moreover, to the extent the School has established any rights, title or interest in the K12 Proprietary Materials or K12 Proprietary Marks, the School hereby assigns and transfers to K12, its successors and assigns, all of the School's right, title and interest in and to such intellectual property, together with the goodwill of the business symbolized by any of the K12 Proprietary Marks and the right to sue and collect damages and/or profits for past infringements of the such marks.

13.6. Publicity/Press Release. K12 may use the School's name and Program references in a listing of new, representative or continuing schools in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a

joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the School and K12.

13.7. License Audit. Upon forty-five (45) days written notice, K12 may audit the Program's use of the Educational Products and the School agrees to cooperate and provide reasonable assistance with such audit. The School agrees to pay within thirty (30) days of written notification any fees applicable to the School's use of the Educational Products in excess of the license rights granted herein or K12 may revoke the related technical support and license(s).

14. LIMITS OF LIABILITY AND DAMAGES.

14.1. LIMIT OF LIABILITY. K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE SCHOOL AND THE SCHOOL'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE AMOUNT OF THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

14.2. CONSEQUENTIAL DAMAGES. EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS NOR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

15. ASSIGNMENT. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party. Except as prohibited by Applicable Law, K12 may assign all of its rights and obligations under this Agreement to any Affiliate. K12 may delegate the performance of its duties hereunder to any person or entity but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

16. INDEMNITY. The Party charged with indemnifying and/or defending under this provision (the "**Indemnifying Party**") shall conduct the defense in any such third party action arising as described herein and the Party claiming the benefits of this Section 16 (the "**Indemnified Party**") promises to cooperate with such defense, provided the Indemnifying Party reasonably consults with the Indemnified Party on any settlement (subject to the consent requirement in the last sentence of this paragraph). Notwithstanding the foregoing, the Indemnified Party may, at its own expense, assist in such defense if it so chooses, provided that the Indemnifying Party shall be entitled to control such defense and all negotiations relative to the settlement of any such claim. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent

16.1. Indemnification of the School. K12 will indemnify, defend, and save and hold the School and all of its employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a "Claim") that may arise out of, or by reason

of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K12 pursuant to this Agreement, (b) noncompliance by K12 with any Applicable Law in connection with the School's operations, but excluding any Claims that arise from conduct undertaken in accordance with the Charter Authorizer's, the School's or the Board's instructions, procedures or written policies, except where such instructions arise from and are in accordance with specific advice or explicit recommendations formally provided by K12, and (c) act or omission of K12 or any of its employees, officers, directors, trustees, subcontractors or agents in connection with School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of the School or the Board.

16.2. Indemnification of K12. The School will indemnify, defend, and save and hold K12 and each other Affiliate of K12 and all of their respective employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all Claims that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by the School pursuant to this Agreement, (b) noncompliance by or on behalf of the School or Board with any Applicable Law in connection with School's operations, and (c) act or omission of the School or Board or any of its employees, officers, directors, trustees, subcontractors or agents in connection with the School's operations that results in injury, death, or loss to person or property except to the extent any Claims arise out of actions or omissions of K12.

16.3. Indemnification Procedures.

16.3.1. Notice Requirement. Each Indemnified Party must give written notice to the other of the existence of a Claim promptly after such Indemnified Party first receives notice of the existence of the potential Claim, provided that such Indemnified Party will not be foreclosed from seeking indemnification hereunder by any failure to provide such prompt notice except and only to the extent the Indemnified Party actually incurs an incremental expense or otherwise has been materially prejudiced as a result of such delay.

16.3.2. Defense and Settlement of Claims. Each Indemnified Party seeking indemnification hereunder will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of such Claim, provided, that (i) counsel for the Indemnifying Party who will conduct the defense of such Claim must be reasonably satisfactory to such Indemnified Party and (ii) such Indemnified Party may participate in such defense at such Indemnified Party's expense. Except with the prior written consent of the Indemnified Party seeking indemnification hereunder, the Indemnifying Party, in the defense of any Claim, will not consent to entry of any judgment or enter into any settlement. In the event that any Indemnified Party seeking indemnification hereunder has been advised by counsel for the Indemnifying Party that such Indemnified Party may have available to it one or more defenses or counterclaims that are different from or in addition to one or more of those that may be available to the Indemnifying Party in respect of such Claim and, in such counsel's reasonable opinion, such counsel could not assert such defenses or counterclaims without creating a conflict of interest, such Indemnified Party will have the right to take over and assume control over the defense of such claim at the sole cost of the Indemnifying Party, provided that if such Indemnified Party does so take over and assume control, such Indemnified Party will not settle such claim without the written consent of the Indemnifying Party. In the event that the Indemnifying Party does not accept the defense of any matter as above provided, the Indemnified Party seeking indemnification hereunder will have the right to defend against such Claim, provided that such Indemnified Party will not settle such Claim without the written consent of the Indemnifying Party. In any event, any Indemnified Party seeking indemnification hereunder and the Indemnifying Party will cooperate in the defense of any claim subject to this Section entitled "Indemnification".

17. INSURANCE.

17.1. Liability Coverage. Each Party will initiate and maintain for a period of two (2) years after the expiration or termination of this Agreement, at its own expense, comprehensive professional and general liability insurance, including product liability, contractual liability (applicable to the indemnification obligations of the said Party set forth herein), and advertising injury insurance, with reputable and financially secure insurance carriers to cover the operations of the said Party, for not less than \$5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). Such insurance required by the School (excluding D&O and E&O insurance) will include K12 and its Affiliates and their respective trustees, directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Such insurance required by K12 (excluding D & O and E & O insurance) will include the School and its respective trustees, directors, officers, employees, contractors and agents as additional insureds within thirty (30) days after the date of this Agreement. Each Party's insurance will be written to cover claims incurred, discovered, manifested, or made during or after the Term.

17.2. Evidence of Insurance. Each Party will furnish a certificate of insurance evidencing such coverage to the other Party within thirty (30) days after the effective date of this Agreement. Thereafter, the Parties will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change to such insurance.

17.3. Insurance Coverage No Limitation on K12's Rights. The School's insurance will be primary coverage and any insurance K12 may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of the School. K12's insurance will be primary coverage and any insurance the School may purchase shall be excess and non-contributory for all claims directly related to actions or omissions of K12. The minimum amounts of insurance coverage required herein will not be construed to impose any limitation on the School's indemnification obligations expressly set forth herein.

17.4. Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the Program, as required by Applicable Law.

17.5. Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

18. REPRESENTATIONS AND WARRANTIES.

18.1. Representations and Warranties of K12. K12 hereby represents and warrants to the School:

18.1.1. Organization and Good Standing. K12 is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware and is a wholly owned subsidiary of K12 Inc.

18.1.2. Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by K12 and constitutes the valid and legally binding obligation of K12, enforceable against K12 in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.1.3. Pending Claims. K12 warrants that there are currently no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

18.1.4. Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth in

the applicable Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE REASON.

18.1.5. Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; (b) resulting from inadequate or improper maintenance, modification or usage by the School, its employees or Students; or (c) where there has been improper site preparation or site environment by the School, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

18.2. Representations and Warranties of the School. The School hereby represents and warrants to K12:

18.2.1. Organization and Good Standing. The School is a non-profit corporation duly organized, validly existing, and in good standing under the laws of the State.

18.2.2. Power and Authority; Authorization; Binding and Enforceable Agreement. The School has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by the School and constitutes the valid and legally binding obligation of the School, enforceable against it in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

18.2.3. Authority Under Applicable Law. The School has the authority under Applicable Law to: (i) contract with a management company to obtain the Services, Administrative Services and/or Technological Services and all other programs and services under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

18.2.4. Non-Contravention. The execution, delivery and performance of this Agreement by the School will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the School or any other party thereto.

18.2.5. Charter Enforceability and Renewal. The Charter is in full force and effect and constitutes a valid and binding obligation of each party thereto, enforceable in accordance with its terms. The Board has delivered a true and complete copy of the Charter (and the School-Charter Authorizer agreement(s), if any) to K12. The Board will use best efforts to maintain the Charter in full force and effect during the Term and to renew the Charter upon its expiration with assistance from K12. The Parties further recognize that anything in this Agreement that is contrary to the Charter is null and void, and the terms of the Charter shall control.

18.2.6. Certain Provisions of the Charter. The Charter will, when approved, authorize the School to operate and receive the federal, state and local education funds identified in this Agreement, as well

as other revenues, and otherwise vests the Board with all powers necessary and desirable for carrying out the Program and other activities contemplated in this Agreement.

18.2.7. Pending Claims. The School warrants that there are currently no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

19. OFFICIAL NOTICES. All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) reputable overnight carrier, postage prepaid, (iii) facsimile (with confirmation of transmission by sender's facsimile machine), or (iv) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given (i) three business days after mailing as described in clauses (i) or (ii) of the foregoing sentence, (ii) on the date of personal delivery or (iii) on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the next succeeding business day). Electronic mail does not constitute official notice under this Agreement. The addresses of the Parties are:

For K12:

K12
ATTN: EVP of School Services
2300 Corporate Park Drive, Suite 200
Herndon, Virginia 20171
Fax: (703) 483-7330

With Copy To:

K12
ATTN: General Counsel
2300 Corporate Park Drive, Suite 200
Herndon, Virginia 20171
Fax: (703) 483-7496

For School:

With Copy To:

Fax:

Fax:

20. NON-SOLICITATION/NON-HIRING.

20.1. Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

20.2. Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to forty percent (40%) of that employee's base starting salary with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction.

20.3. Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee

of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 20.2.

21. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.

21.1. Dispute Resolution Procedure. The Parties agree that they will attempt in good faith to settle any and all disputes arising in connection with this Agreement amicably in the ordinary course of business. If a dispute is not resolved in the ordinary course of business, the aggrieved Party will submit its dispute in writing to the Regional Vice President for Operations for K12, or to the Chief Executive Officer for the School.. If the dispute is not resolved after ten (10) calendar days from the receipt of such written notice, then the Parties shall escalate the matter to the Board's President or Chairman for the School and the EVP of School Services for K12. The dispute resolution procedures described herein will be deemed complete upon the earlier to occur of the following: (i) the Parties mutually agree in writing to discontinue the dispute resolution procedures; and (ii) the relevant dispute is not resolved within the time periods provided under.

21.2. Mediation and Arbitration. If the Parties are unable to resolve the dispute pursuant to the Section immediately above, the Parties agree that they will attempt in good faith to settle any and all disputes arising out of this agreement, including those disputes relating to the enforceability or validity of this Agreement, through a process of mediation in, Maine under the supervision of a mutually agreed upon mediator. In the event that mediation fails to settle any such dispute(s), the Parties hereby agree to proceed to mandatory binding arbitration in Maine pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to a professional mediator and/or arbitrator.

21.3. Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the School acknowledges that in the event it breaches any provision contained in the Section entitled "Intellectual Property Rights", K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. As such, in its sole discretion, K12 may seek immediate judicial relief as available in law or equity, and the initiation of any judicial proceeding will suspend the dispute resolution procedures set forth above. K12 will be entitled to enforce this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. Any action under this paragraph must be in state or federal court within Maine. The decision by K12 not to seek judicial relief during the above described dispute resolution procedures, will not create any inference regarding the presence or absence of irreparable harm.

21.4. Governing Law. The laws of Maine without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

22. MISCELLANEOUS.

22.1. Coordination; Exercise of Approval or Consent Rights:

22.1.1. Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12's legal counsel and the School's legal counsel will consult from time to time with

respect to the requirements of Applicable Law, the Charter, and the School's and the Charter Authorizer's policies as they relate to the Program's operations.

22.1.2. Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussions.

22.2. Force Majeure. Notwithstanding any other sections of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence.

22.3. Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.4. Counterparts, Facsimile or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile or PDF signature pages as if such facsimile or PDF pages were originals.

22.5. Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

22.6. Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.7. Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

22.8. Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

22.9. Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

22.10. No Third-Party Rights. This Agreement is made for the sole benefit of the School and K12 and their respective successors and permitted assigns. Except as set forth in Sections 13 and 16 and except for each Affiliate of K12, which shall be a third party beneficiary of this Agreement, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

22.11. Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

22.12. Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

* * * * *

IN WITNESS WHEREOF the Parties have entered into this Agreement as of the date set forth below.

For and on behalf of

For and on behalf of

MAINE LEARNING INNOVATIONS

K12 Virtual Schools LLC

Signed: _____

Signed: _____

Name: _____

Name: _____

Position: _____

Position: _____

Date: _____

Date: _____

EXHIBIT A
Curriculum and Services

I. Educational Products, Pupil Recruiting and Product Related Services: During the Term, K12 and its Affiliates will provide or cause to be provided to the School, its Students and its personnel the following Educational Products and related services in accordance with the fees published on the Product Price List provided to the Board:

1. Online School: For each school year during the Term, K12 will provide a license for and access to: (i) the K12® Curriculum and associated learning management system for grades 7 through 8, for those core subject areas required by the State (Language Arts, Math, Science, History) as well as other courses offered or required for these grades (Art, Music and foreign language); (ii) K12® Curriculum and associated learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to electives per the K12 course catalogue; and (iii) any third party curriculum K12 generally offers its managed virtual schools, in each case for such courses required by Applicable Law.

2. Instructional Tools and Materials. Such instructional tools and supplies, including without limitation textbooks and multi-media teaching tools, as K12 determines in its discretion to be necessary to deliver the Educational Program. K12 shall identify which of such materials are durable shall be reclaimed. These materials will be returned in accordance with Section 12.2.

3. Product Related Services. Pupil Recruitment and related services are included in the cost of the curriculum and materials in the Product Price List:

a. Additional Instructional Support. K12 will make available the necessary instructional support and teachers as mutually agreed upon in accordance with the Product Price List as the Program may require for the Educational Products and related offerings.

b. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Additionally recruitment includes designing school recruitment materials, letterhead, business cards, and logos to create school identity and developing, designing, and maintaining the School website. Recruiting campaigns undertaken may be general awareness or combined campaigns, launched to inform potential students about the School and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area.

c. Admissions. Implementation of the Program's admissions policy and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery if required.

d. Family Services. Plan and arrange school orientation sessions. Assist with the design and implementation of parent orientation sessions. Field and respond to incoming calls, letters, faxes, and e-mails received by K12 about the Program, its curriculum, the application/enrollment process, instructional materials, etc. Help facilitate the creation of a parent manual and/or student handbook.

e. Program Feedback. Obtain feedback on how to improve the Program and curriculum, as appropriate. Create methods for Students, their parents, and teachers to submit comments and suggestions; implement improvements where K12 deems them to be valuable.

f. Computers. K12 may provide or cause to be provided computers, monitors, software and other hardware as K12 determines in its discretion to be necessary to deliver the Program and as agreed to in writing by K12 during the budgeting process. All such equipment shall be promptly returned to K12 upon a Student's withdrawal or upon expiration or termination of this Agreement.

g. High School Services: As requested and as available, K12 may offer the following for High School students:

- i. Social Networking –Each K12 sponsored school will also have its own sub-community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.
- ii. Counseling Tools - Counseling tool(s) to support college, career planning and exploration.

II. Administrative Services: During the Term, K12 and its Affiliates will provide or cause to be provided to School the administrative services (the “Administrative Services”) set forth below. K12 will provide the Administrative Services at School's Facility and from K12's offices in Herndon, Virginia and elsewhere, as deemed necessary in K12's discretion.

1. Educational Program Consulting. Provide expertise on educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule, K12's recommendations for the Program will be consistent with Applicable Law and the Charter.

2. Personnel Assistance. Supervision of personnel providing Educational Products, Administrative Services, and Technology Services. Management of Program employees including recruiting; hiring recommendations; reference, certification and background checks (including if requested, performing payroll functions or securing of payroll services; negotiation, securing and management of health, retirement and other benefits which shall be School's responsibility). Recommend human resources policies, bonus plans, and strategic plans for staffing, development, and growth. Provide teacher performance evaluation models to School and recommend and, if approved, carry out effective ways to measure teacher performance in a virtual setting.

3. Insurance. At the discretion of the MEVA Board, assist the School with obtaining general liability insurance or other insurance required with a reputable carrier for the School in accordance with this Agreement, the Charter, (the Lease if applicable) and Applicable Law.

4. Facility Management. At the discretion of the MEVA Board, identify location of the School's initial or supplemental facility(ies) for the Program. Together with School's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments.

5. Business Administration. In conjunction with the Chief Financial Officer provide administration of business aspects and day-to-day management of the Program. These services shall include at the discretion of the MEVA Board:

- a. Consultation, and services as liaison for School with the Charter Authorizer, and other governmental offices and agencies;
- b. Consultation and advice regarding special education programs, processes, support services and reimbursements;
- c. Consistent with other provisions of the Agreement, provide school administrative staff as appropriate;

- d. Work with School's counsel, if any, on legal matters affecting the Program;
 - e. Assist with preparation of forms, operations manuals, handbooks, guides, and policies and procedures as necessary or required by the Charter or Charter Authorizer;
 - f. Consultation with respect to, and monitoring and oversight of, state reporting systems;
 - g. Assist School in identifying and applying for grants and other funding opportunities;
 - h. Assist with the administration of federal entitlement programs (e.g., Title I, I.D.E.A.);
 - i. Assist with arranging contracts with school districts, education services centers, and professional service providers for special education, testing and other support services on School's behalf;
 - j. Assist with establishing and implementing policies and procedures to maintain proper internal controls; and
 - k. Provision of such other administrative and consulting services as agreed in writing by the Parties from time to time.
 - l. Provision of regulatory compliance services, including responses to audits.
6. Budgeting and Financial Reporting.
- a. Under the supervision of the MEVA CFO, contribute to the preparation of a proposed annual budget for the Program, including projected revenues, expenses and capital expenditures, following the process designated in the agreement.
 - b. As practical and as possible, provide to School on a periodic basis, but no more frequently than monthly, detailed statements of all revenues received, from whatever source by the Program, and detailed statements of all direct expenditures for services rendered to the Program.
 - c. Provide to School all financial reports required under Applicable Law and by the Charter Authorizer.
 - d. Subject to any confidentiality obligations imposed on K12 by third parties, provide to School such other information either required by the Charter Authorizer to be made available to School or the Charter Authorizer requested by School, in each case within a reasonable time following such written request therefore, and in all cases consistent with Applicable Law.
7. Financial Management.
- a. Assist in necessary planning, forecasting, accounting and reporting functions as appropriate.
 - b. Assist and coordinate in any third-party audit(s) of the Program.
8. Maintenance of Financial and Student Records.
- a. K12 will maintain and keep the records and books of the Program at the Facility. K12 may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by Applicable Law. The School recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of School disclosing to K12 the Program student's educational records.
 - b. K12 will maintain accurate financial records pertaining to the operation of the Program and will retain all such records for a period of seven (7) years (or longer if required by Applicable Law) from the close of the Fiscal Year to which such books, accounts, and records relate.
 - c. K12 will maintain accurate student records pertaining to students enrolled in the Program in the manner required by Applicable Law, and retain such records on behalf of School at the Facility until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of School.
 - d. Ensure accessibility of Program records to School, its independent auditor and the State for completion of audits required by Applicable Law. The Parties understand that all financial, educational and other records, regardless of source of origin, are the property of School. The Parties agree to maintain, retain, disclose, and withhold Program records as may be required and in the

manner required by Applicable Law.

9. Student Discipline. Provide necessary information and cooperate with School on the handling of all student disciplinary matters, including without limitation attendance and truancy matters. K12 will recommend policy and procedures for School adoption consistent with Applicable Law.
10. Annual Reports to Charter Authorizer. Assist the school create to, design, and arrange for publication and dissemination of an annual report regarding the Program.
11. Teacher Effectiveness and Training. Develop new teacher training and ongoing professional development for teachers. Develop and maintain the Teacher Handbook. Host ongoing teacher professional development sessions throughout the school year for new and returning teachers, including in-person group training at a minimum of bi-monthly.
12. Charter Authorizer Policies and Charter Renewal. Assist School in complying with all applicable Charter Authorizer policies as reasonably interpreted to apply to the Program. Assist School with drafting the Program's Charter renewal application, including working with School to develop any necessary budgetary and curriculum information. Prepare Board members to present and defend School's Charter renewal application before the Charter Authorizer.
13. Instructional Property Management. Recommend to School draft policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing during the budget process.
14. Grants and Donations. On behalf of the Program, and with the approval of the Board, K12 may solicit and receive grants and donations from public funds through competitive or non-competitive processes, and private sources consistent with the Program's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the School and such fund shall be used as designated.
15. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

III. Technology Services: During the Term, K12 and its Affiliates will provide or cause to be provided to School the technology services (the "Technology Services") described below. K12 will provide the Technology Services at School's Facility (defined below) and from K12's offices, as deemed necessary and in K12's discretion.

1. 24-7 monitoring of production services, i.e., SAMS and the on-line learning management system;
2. Monitor and analyze system data, to fix production issues as they may arise;
3. Generate reports on pupil academic performance, attendance and progress;
4. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the Charter School;
5. Train school staff, as deemed appropriate and necessary, on technology systems;
6. Develop, design, publish, and maintain the Program's interactive website;
7. Install and maintain the Program's computer network;
8. Generate reports;
9. Develop community tools on the school's website and K12 platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);

10. Determine hardware configurations (including software and operating systems) for the school's technology needs;
11. Provide onsite and telephone support for the Program administration in troubleshooting system errors, and telephone support for students;
12. Propose for the School adoption policies and procedures regarding the responsible use of computer equipment and other school property;
13. Support teachers and School care associates in answering technology-related questions from students, parents, teachers, and administrators;
14. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;
15. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
16. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
17. Prepare for, supervise, and implement all system roll-overs at the end of each academic year;
18. Design and implement inventory management systems with the school's distribution and hardware vendors, as well as reclamation programs, as needed;
19. Support and design the Program's accounting system;
20. Provide online enrollment, registration and placement services;
21. Provide school email accounts for school employees;
22. Provide School care and technology support services on the learning management system, computer and software issues;
23. Oversee changes to the Program website to maintain quality assurance and make sure that there are not "version control" problems;
24. Coordinate security, creative, and content issues pertaining to the website;
25. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
26. Handle troubleshooting issues for the school's website and send issues to the appropriate person or division for resolution; and
27. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

EXHIBIT B

Insert logos



**K12 Managed Virtual Academy
Billing Terms and Price List
FY2013 -2014**

Version: 1.1

Effective Date: July 1, 2013

I. On-Line School (OLS) /Learning Management System (LMS) – On-Line Curriculum

Grades K-8

K12 Inc. or its affiliates will invoice an upfront fee for each course enrollment in the month the OLS is activated. This includes course enrollments resulting from new courses, placement changes, transfers and promotions.

In addition to the upfront fee, the school will be billed a monthly fee for each course. Schools will be invoiced monthly for the total number of courses in which a student is enrolled. The monthly fee will be charged for a course through the month that one of the following events occurs: course completion, promotion, withdrawal, placement change or transfer. Schools will not be invoiced for more than ten (10) monthly fees for any one course within a school year.

For incomplete courses that will resume in the following school year, the ten (10) month period will begin in July; a second upfront fee will not be charged for such course continuation.

Grades 9-12

K12 Inc. or its affiliates will invoice an upfront fee for each course enrollment in the month the LMS is activated. This includes course enrollments resulting from new courses, placement changes, transfers and promotions.

In addition to the upfront fee, the school will be billed a monthly fee for each course. Schools will be invoiced monthly for the total number of courses in which a student is enrolled. The monthly fee will be charged for a course through the month that one of the following events occurs: course completion, promotion, withdrawal, placement change or transfer.

For incomplete courses that will resume in the following school year in July or the following semester, monthly fees will be renewed; a second upfront fee will not be charged for such course continuation.

Credit Policy

For students withdrawing or swapping courses within thirty (30) days after a course's OLS/LMS official course start date, the school will receive a 50% credit of the upfront fee for each applicable course. The withdrawal date is the date that the school submits the withdrawal to K12 via the withdrawal process.

Note: Schools are required to maintain detailed records on all withdrawals, placement changes and promotions to ensure all charges and credits are accurate.

II. MATERIALS



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

Grades K-8

K12 Inc. or its affiliates will invoice an upfront fee and a monthly fee for course materials as they are shipped. However, schools will not be invoiced for more than ten (10) monthly fees for any one course within a school year

In addition to the upfront and monthly fee, schools will be charged a reclamation fee for each applicable K-8 course. The reclamation fee for course materials will be charged in the month of withdraw, promotion, or transfer.

For last year's incomplete courses that will resume in the following school year, the ten (10)-month period will begin with the month of the school's start date; a second upfront fee will not be charged for such course continuation.

All non-consumable materials must be returned upon withdrawal, promotion or at the end-of-school year or the school will be subject to an additional charge to cover the cost of the unreturned materials per terms of the school's service agreement with K12.

Should a student require a replacement component due to damage or loss, the school will be invoiced for the component at the applicable rate per the Managed Virtual Academy Component Price List.

Enrolled students will retain materials required for multiple grades/courses until the relevant course(s) are completed.

Grades 9-12

K12 Inc. or its affiliates will invoice for course materials as they are shipped.

All non-consumable materials must be returned upon withdrawal, promotion or at the end-of-school year / semester or the school will be subject to an additional charge to cover the cost of the unreturned materials per terms of the school's service agreement with K12.

Should a student require a replacement component due to damage or loss, the school will be invoiced for the component at the applicable rate per the Managed Virtual Academy Component Price List.

Credit Policy: No credit will be issued for withdrawing students.



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

III. COMPUTERS & RELATED ACCESSORIES

K12 Inc. or its affiliates will invoice schools for student computers and related accessories beginning the month the computer is shipped. Computer charges will include a onetime upfront fee and a monthly lease fee. For active students, schools will not be charged more than ten (10) monthly installments of the computer lease fee for any one student within a school year. Schools will be charged the upfront fee for any student ordering a computer for the first time or a replacement computer due to loss or damage. For prior-year students who already have a computer, the ten (10)-month installment period will begin in July.

For withdrawing students, K12 Inc. or its affiliates will bill for the month the student withdraws plus one additional month after withdrawal to cover the period of reclamation. For students who have already been billed the 10 monthly installments and withdraw prior to the end of the school year, the school will be invoiced one additional month to cover the period of reclamation. *Depending on the month of withdrawal this may result in "11" monthly installments within the fiscal year.* For students who withdraw in June, schools will be charged the one additional month of the lease fee with the subsequent school year's August invoice.

For prior-year students who withdraw in July of the current school year and for prior-year students who are automatically withdrawn via the K12 Mass Withdrawal process, schools will be charged only one additional month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will appear with the August invoice. Likewise for new students who enroll and withdraw in July of the current school year, but for whom a computer was shipped, schools will be charged only one month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will also appear with the August invoice.

Credit Policy: No credit will be issued for withdrawing students.

IV. Teacher OLS

K12 Inc. or its affiliates will invoice an annual OLS/LMS usage fee at the start of the school year for all teacher accounts to the On Line School. Should a teacher be replaced during the year, access is transferable and will not result in an incremental charge.

V. MATERIALS – Teacher Kits

K12 Inc. or its affiliates will invoice for materials when materials are shipped. Material invoices will be sent monthly, as appropriate.

Credit Policy: No credit will be issued for shipped teacher materials.



**K12 Managed Virtual Academy
Billing Terms and Price List
FY2013 -2014**

Version: 1.1

Effective Date: July 1, 2013

VI. INVOICING DATES

Billing data will be pulled on the 15th of every month covering the 14th of the prior month through the 15th of the current month. For example, for the March invoice the billing data will cover February 14th through March 15th.

Periodically, there will be exceptions to the billing dates to account for holidays and closing schedules such as year end. Notification will be sent to the schools prior to a date adjustment.

K-8 Student Price List

Upfront Desktop - K-8

OLS	Upfront Per Course	\$	60.00
	Monthly Per Course	\$	20.00
Materials	Upfront Per Course	\$	75.00
	Monthly Per Course	\$	8.00
	Reclamation per course	\$	12.50
Computers	Upfront Desktop - K-8	\$	75.00
	Monthly Desktop - K-8	\$	32.50
	Upfront Laptop - K-8	\$	75.00
	Monthly Laptop - K-8	\$	55.00
	Reclamation per computer	\$	125.00
	Computer Replacement Fee	\$	1200.00

National Math Lab \$420/student/year.

***Fees include K-8 Aventa, Powerspeak, MIL and K12 courses.**

Aventa MS courses are: \$20.00 PS Digital Monthly Fee and \$30.00 PS Digital Upfront Fee.



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

High School Course Price List

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
ART010A: Fine Art	ART-010AV1-K	\$42	\$16.50	\$210	\$30.00
ART010A: Fine Art - TX	ART-010AV1TX-K	\$42	\$16.50	\$210	\$30.00
ART010B: Fine Art	ART-010BV1-K	\$42	\$16.50	\$210	\$30.00
ART010B: Fine Art - TX	ART-010BV1TX-K	\$42	\$16.50	\$210	\$30.00
ART020A: Music Appreciation	ART-020AV1-A	\$42	\$16.50	\$210	\$10.00
ART020B: Music Appreciation	ART-020BV1-A	\$42	\$16.50	\$210	\$10.00
ART500A-AVT: AP(R) Art History	ART-500AV1-AVT	\$42	\$16.50	\$210	\$183.00
ART500B-AVT: AP(R) Art History	ART-500BV1-AVT	\$42	\$16.50	\$210	\$183.00
Accounting A	AV-ACCTa-HS-A07	\$42	\$16.50	\$210	\$0.00
Accounting B	AV-ACCTb-HS-A07	\$42	\$16.50	\$210	\$0.00
Algebra I A CR-CA	AV-ALG1a-CR-CA10	\$42	\$16.50	\$210	\$0.00
Algebra I A CR	AV-ALG1a-CR-U11	\$42	\$16.50	\$210	\$0.00
Algebra I A FN	AV-ALG1a-FN-A08	\$42	\$16.50	\$210	\$0.00
Algebra I A-CA	AV-ALG1a-HS-CA10	\$42	\$16.50	\$210	\$0.00
Algebra I A-TX	AV-ALG1a-HS-TX08	\$42	\$16.50	\$210	\$0.00
Algebra I A	AV-ALG1a-HS-U12	\$42	\$16.50	\$210	\$0.00
Algebra I B CR-CA	AV-ALG1b-CR-CA10	\$42	\$16.50	\$210	\$0.00
Algebra I B CR	AV-ALG1b-CR-U11	\$42	\$16.50	\$210	\$0.00
Algebra I B FN	AV-ALG1b-FN-A08	\$42	\$16.50	\$210	\$0.00
Algebra I B-CA	AV-ALG1b-HS-CA10	\$42	\$16.50	\$210	\$0.00
Algebra I B-TX	AV-ALG1b-HS-TX08	\$42	\$16.50	\$210	\$0.00
Algebra I B	AV-ALG1b-HS-U12	\$42	\$16.50	\$210	\$0.00
Algebra II A CR	AV-ALG2a-CR-A09	\$42	\$16.50	\$210	\$0.00
Algebra II A FN	AV-ALG2a-FN-A08	\$42	\$16.50	\$210	\$0.00
Algebra II A	AV-ALG2a-HS-U12	\$42	\$16.50	\$210	\$0.00
Algebra II B CR	AV-ALG2b-CR-A09	\$42	\$16.50	\$210	\$0.00
Algebra II B FN	AV-ALG2b-FN-A08	\$42	\$16.50	\$210	\$0.00
Algebra II B	AV-ALG2b-HS-A09	\$42	\$16.50	\$210	\$0.00
Algebra II B	AV-ALG2b-HS-U12	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/ Student	Materials/Course
American (US) Government	AV-AMGOVTs-HS-A07	\$42	\$16.50	\$210	\$0.00
AP® US History A	AV-AMHISTa-AP-U10	\$42	\$16.50	\$210	\$176.00
American History A FN	AV-AMHISTa-FN-A08	\$42	\$16.50	\$210	\$0.00
American History A - AVT	AV-AMHISTa-HS-A08	\$42	\$16.50	\$210	\$0.00
American History A-WA	AV-AMHISTa-HS-WA10	\$42	\$16.50	\$210	\$0.00
AP® US History B	AV-AMHISTb-AP-U10	\$42	\$16.50	\$210	\$176.00
American History B FN	AV-AMHISTb-FN-A08	\$42	\$16.50	\$210	\$0.00
American History B - AVT	AV-AMHISTb-HS-A08	\$42	\$16.50	\$210	\$0.00
American History B-WA	AV-AMHISTb-HS-WA10	\$42	\$16.50	\$210	\$0.00
AP® Art History A	AV-ARTa-AP-A07	\$42	\$16.50	\$210	\$183.00
Art Appreciation	AV-ARTAPPs-HS-A08	\$42	\$16.50	\$210	\$0.00
Art Appreciation-WA	AV-ARTAPPs-HS-WA10	\$42	\$16.50	\$210	\$0.00
AP® Art History B	AV-ARTb-AP-A07	\$42	\$16.50	\$210	\$183.00
Biology A CR	AV-BIOa-CR-A11	\$42	\$16.50	\$210	\$0.00
Biology A CR-CA	AV-BIOa-CR-CA11	\$42	\$16.50	\$210	\$0.00
Biology A FN	AV-BIOa-FN-A11	\$42	\$16.50	\$210	\$0.00
Biology A	AV-BIOa-HS-A09	\$42	\$16.50	\$210	\$0.00
Biology A-CA	AV-BIOa-HS-CA10	\$42	\$16.50	\$210	\$0.00
Biology B CR	AV-BIOb-CR-A11	\$42	\$16.50	\$210	\$0.00
Biology B CR-CA	AV-BIOb-CR-CA11	\$42	\$16.50	\$210	\$0.00
Biology B FN	AV-BIOb-FN-A11	\$42	\$16.50	\$210	\$0.00
Biology B	AV-BIOb-HS-A09	\$42	\$16.50	\$210	\$0.00
Biology B-CA	AV-BIOb-HS-CA10	\$42	\$16.50	\$210	\$0.00
Calculus A	AV-CALCa-HS-A09	\$42	\$16.50	\$210	\$160.00
Calculus B	AV-CALCb-HS-A09	\$42	\$16.50	\$210	\$160.00
Career Planning - AVT	AV-CARPLNs-HS-A07	\$42	\$16.50	\$210	\$0.00
Computer Fundamentals A	AV-CFUNDa-HS-A08	\$42	\$16.50	\$210	\$0.00
Computer Fundamentals A - TX	AV-CFUNDa-HS-TX08	\$42	\$16.50	\$210	\$0.00
Computer Fundamentals B	AV-CFUNDb-HS-A08	\$42	\$16.50	\$210	\$0.00
Computer Fundamentals B - TX	AV-CFUNDb-HS-TX08	\$42	\$16.50	\$210	\$0.00
Chemistry A	AV-CHEMa-HS-U10	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
Chemistry B CR	AV-CHEMb-CR-U13	\$42	\$16.50	\$210	\$0.00
Chemistry B	AV-CHEMb-HS-U10	\$42	\$16.50	\$210	\$0.00
Civics	AV-CIVICs-HS-A06	\$42	\$16.50	\$210	\$0.00
AP® Computer Science A	AV-COMPa-AP-A07	\$42	\$16.50	\$210	\$0.00
AP® Computer Science B	AV-COMPb-AP-A07	\$42	\$16.50	\$210	\$0.00
Consumer Math A	AV-CONMTHa-HS-A06	\$42	\$16.50	\$210	\$0.00
Consumer Math B	AV-CONMTHb-HS-A06	\$42	\$16.50	\$210	\$0.00
Creative Writing A	AV-CRWRITEa-HS-A09	\$42	\$16.50	\$210	\$0.00
Creative Writing B	AV-CRWRITEb-HS-A09	\$42	\$16.50	\$210	\$0.00
Contemporary World Issues A	AV-CW1a-HS-A09	\$42	\$16.50	\$210	\$0.00
Contemporary World Issues A-Washington	AV-CW1a-HS-QWA09	\$42	\$16.50	\$210	\$0.00
Contemporary World Issues B	AV-CW1b-HS-A09	\$42	\$16.50	\$210	\$0.00
Contemporary World Issues B-Washington	AV-CW1b-HS-QWA09	\$42	\$16.50	\$210	\$0.00
Digital Photography	AV-DIGPHOs-HS-A08	\$42	\$16.50	\$210	\$0.00
Drivers Safety	AV-DRIVERs-HS-A04	\$42	\$16.50	\$210	\$69.00
Earth Science A CR	AV-EARTHSC1a-CR-U11	\$42	\$16.50	\$210	\$0.00
Earth Science A FN	AV-EARTHSC1a-FN-A08	\$42	\$16.50	\$210	\$0.00
Earth Science A	AV-EARTHSC1a-HS-U10	\$42	\$16.50	\$210	\$0.00
Earth Science B CR	AV-EARTHSC1b-CR-U11	\$42	\$16.50	\$210	\$0.00
Earth Science B FN	AV-EARTHSC1b-FN-A08	\$42	\$16.50	\$210	\$0.00
Earth Science B	AV-EARTHSC1b-HS-U10	\$42	\$16.50	\$210	\$0.00
Economics CR	AV-ECONs-CR-U10	\$42	\$16.50	\$210	\$0.00
Economics - AVT	AV-ECONs-HS-A07	\$42	\$16.50	\$210	\$0.00
English I A CR	AV-ENG1a-CR-A09	\$42	\$16.50	\$210	\$23.50
English I A CR-CA	AV-ENG1a-CR-CA10	\$42	\$16.50	\$210	\$23.50
English I A FN	AV-ENG1a-FN-A08	\$42	\$16.50	\$210	\$23.50
English I A-CA	AV-ENG1a-HS-CA10	\$42	\$16.50	\$210	\$14.00
English I A	AV-ENG1a-HS-U13	\$42	\$16.50	\$210	\$20.50
English I B CR	AV-ENG1b-CR-A09	\$42	\$16.50	\$210	\$23.50



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
English I B CR-CA	AV-ENG1b-CR-CA10	\$42	\$16.50	\$210	\$23.50
English I B FN	AV-ENG1b-FN-A08	\$42	\$16.50	\$210	\$23.50
English I B-CA	AV-ENG1b-HS-CA10	\$42	\$16.50	\$210	\$14.00
English I B	AV-ENG1b-HS-U13	\$42	\$16.50	\$210	\$20.50
English II A CR	AV-ENG2a-CR-A09	\$42	\$16.50	\$210	\$23.50
English II A CR-CA	AV-ENG2a-CR-CA10	\$42	\$16.50	\$210	\$23.50
English II A FN	AV-ENG2a-FN-A08	\$42	\$16.50	\$210	\$59.00
English II A-CA	AV-ENG2a-HS-CA10	\$42	\$16.50	\$210	\$22.00
English II A	AV-ENG2a-HS-U12	\$42	\$16.50	\$210	\$19.00
English II B CR	AV-ENG2b-CR-A09	\$42	\$16.50	\$210	\$23.50
English II B CR-CA	AV-ENG2b-CR-CA10	\$42	\$16.50	\$210	\$23.50
English II B FN	AV-ENG2b-FN-A08	\$42	\$16.50	\$210	\$59.00
English II B-CA	AV-ENG2b-HS-CA10	\$42	\$16.50	\$210	\$22.00
English II B	AV-ENG2b-HS-U12	\$42	\$16.50	\$210	\$19.00
English III A CR	AV-ENG3a-CR-U11	\$42	\$16.50	\$210	\$30.00
English III A FN	AV-ENG3a-FN-A09	\$42	\$16.50	\$210	\$17.00
English III A	AV-ENG3a-HS-U12	\$42	\$16.50	\$210	\$30.00
English III B CR	AV-ENG3b-CR-U11	\$42	\$16.50	\$210	\$30.00
English III B FN	AV-ENG3b-FN-A09	\$42	\$16.50	\$210	\$17.00
English III B	AV-ENG3b-HS-U12	\$42	\$16.50	\$210	\$30.00
English IV A CR	AV-ENG4a-CR-A09	\$42	\$16.50	\$210	\$19.00
English IV A FN	AV-ENG4a-FN-A09	\$42	\$16.50	\$210	\$19.00
English IV A*	AV-ENG4a-HS-A08	\$42	\$16.50	\$210	\$27.00
English IV A	AV-ENG4a-HS-U13	\$42	\$16.50	\$210	\$8.00
English IV B CR	AV-ENG4b-CR-A09	\$42	\$16.50	\$210	\$38.00
English IV B FN	AV-ENG4b-FN-A09	\$42	\$16.50	\$210	\$0.00
English IV B	AV-ENG4b-HS-U13	\$42	\$16.50	\$210	\$8.00
AP® English Language A	AV-ENGA-AP-A07	\$42	\$16.50	\$210	\$27.00
AP® English Language B	AV-ENGB-AP-A07	\$42	\$16.50	\$210	\$27.00
AP® Environmental Science A	AV-ENVSCIA-AP-U10	\$42	\$16.50	\$210	\$330.00
Environmental Science A	AV-ENVSCIA-HS-A07	\$42	\$16.50	\$210	\$153.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/ Student	Materials/Course
AP® Environmental Science B	AV-ENVSCib-AP-U10	\$42	\$16.50	\$210	\$330.00
Environmental Science B	AV-ENVSCib-HS-A07	\$42	\$16.50	\$210	\$153.00
AP® European History A	AV-EUHISTa-AP-A04	\$42	\$16.50	\$210	\$88.00
AP® European History B	AV-EUHISTb-AP-A04	\$42	\$16.50	\$210	\$88.00
French IV A*	AV-FREN4a-HS-A07	\$42	\$16.50	\$210	\$0.00
French IV B*	AV-FREN4b-HS-A07	\$42	\$16.50	\$210	\$0.00
Game Design	AV-GAMEs-HS-A08	\$42	\$16.50	\$210	\$0.00
Geography A CR - AVT	AV-GEOGa-CR-A09	\$42	\$16.50	\$210	\$0.00
Geography A FN - AVT	AV-GEOGa-FN-A09	\$42	\$16.50	\$210	\$0.00
Geography A - AVT	AV-GEOGa-HS-A09	\$42	\$16.50	\$210	\$0.00
Geography A - AVT - TX	AV-GEOGa-HS-TX09	\$42	\$16.50	\$210	\$0.00
Geography CR B - AVT	AV-GEOGb-CR-A09	\$42	\$16.50	\$210	\$0.00
Geography B FN - AVT	AV-GEOGb-FN-A09	\$42	\$16.50	\$210	\$0.00
Geography B - AVT	AV-GEOGb-HS-A09	\$42	\$16.50	\$210	\$0.00
Geography B - AVT - TX	AV-GEOGb-HS-TX09	\$42	\$16.50	\$210	\$0.00
Geometry A CR	AV-GEOMa-CR-A09	\$42	\$16.50	\$210	\$0.00
Geometry A CR-CA	AV-GEOMa-CR-CA10	\$42	\$16.50	\$210	\$0.00
Geometry A FN	AV-GEOMa-FN-A08	\$42	\$16.50	\$210	\$0.00
Geometry A	AV-GEOMa-HS-A09	\$42	\$16.50	\$210	\$0.00
Geometry A-CA	AV-GEOMa-HS-CA10	\$42	\$16.50	\$210	\$0.00
Geometry A	AV-GEOMa-HS-U12	\$42	\$16.50	\$210	\$0.00
Geometry A-WA	AV-GEOMa-HS-WA10	\$42	\$16.50	\$210	\$0.00
Geometry B CR	AV-GEOMb-CR-A09	\$42	\$16.50	\$210	\$0.00
Geometry B CR-CA	AV-GEOMb-CR-CA10	\$42	\$16.50	\$210	\$0.00
Geometry B FN	AV-GEOMb-FN-A08	\$42	\$16.50	\$210	\$0.00
Geometry B-CA	AV-GEOMb-HS-CA10	\$42	\$16.50	\$210	\$0.00
Geometry B	AV-GEOMb-HS-U12	\$42	\$16.50	\$210	\$0.00
Geometry B-WA	AV-GEOMb-HS-WA10	\$42	\$16.50	\$210	\$0.00
German III A*	AV-GERM3a-HS-A06	\$42	\$16.50	\$210	\$0.00
German III B*	AV-GERM3b-HS-A06	\$42	\$16.50	\$210	\$0.00
German IV A*	AV-GERM4a-HS-A07	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/ Student	Materials/Course
German IV B*	AV-GERM4b-HS-A07	\$42	\$16.50	\$210	\$0.00
American (US) Government CR	AV-GOVTAMs-CR-A09	\$42	\$16.50	\$210	\$0.00
AP® U.S. Government	AV-GOVTUSs-AP-A09	\$42	\$16.50	\$210	\$139.00
Grammar and Composition A	AV-GRAMCOMPa-HS-A06	\$42	\$16.50	\$210	\$0.00
Grammar and Composition B	AV-GRAMCOMPb-HS-A06	\$42	\$16.50	\$210	\$0.00
Health CR - AVT	AV-HEALTHs-CR-A09	\$42	\$16.50	\$210	\$0.00
Health FN - AVT	AV-HEALTHs-FN-A09	\$42	\$16.50	\$210	\$0.00
Health - AVT	AV-HEALTHs-HS-A09	\$42	\$16.50	\$210	\$0.00
Health- AVT- WA	AV-HEALTHs-HS-WA10	\$42	\$16.50	\$210	\$0.00
American History A CR	AV-HISTAMa-CR-A09	\$42	\$16.50	\$210	\$0.00
American History B CR	AV-HISTAMb-CR-A09	\$42	\$16.50	\$210	\$0.00
World History A CR-CA	AV-HISTWOa-CR-CA10	\$42	\$16.50	\$210	\$0.00
World History B CR-CA	AV-HISTWO b-CR-CA10	\$42	\$16.50	\$210	\$0.00
Integrated Math A	AV-INTMATHa-HS-A06	\$42	\$16.50	\$210	\$0.00
Integrated Math A-WA	AV-INTMATHa-HS-WA10	\$42	\$16.50	\$210	\$0.00
Integrated Math B	AV-INTMATHb-HS-A06	\$42	\$16.50	\$210	\$0.00
Integrated Math B-WA	AV-INTMATHb-HS-WA10	\$42	\$16.50	\$210	\$0.00
Japanese I A*	AV-JAP1a-HS-A06	\$42	\$16.50	\$210	\$0.00
Japanese I B*	AV-JAP1b-HS-A06	\$42	\$16.50	\$210	\$0.00
Japanese II A*	AV-JAP2a-HS-A06	\$42	\$16.50	\$210	\$0.00
Japanese II B*	AV-JAP2b-HS-A06	\$42	\$16.50	\$210	\$0.00
Journalism	AV-JOURNs-HS-A04	\$42	\$16.50	\$210	\$47.00
Life Skills	AV-LIFESKs-HS-A04	\$42	\$16.50	\$210	\$0.00
AP® English Literature A	AV-LITa-AP-A05	\$42	\$16.50	\$210	\$99.00
AP® English Literature B	AV-LITb-AP-A05	\$42	\$16.50	\$210	\$88.00
AP® Macroeconomics	AV-MACROs-AP-A05	\$42	\$16.50	\$210	\$220.00
AP® Microeconomics	AV-MICROs-AP-A05	\$42	\$16.50	\$210	\$220.00
Music Appreciation A - AVT - TX	AV-MUSICa-HS-TX08	\$42	\$16.50	\$210	\$0.00
Music Appreciation B - AVT - TX	AV-MUSICb-HS-TX08	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
Music Appreciation - AVT	AV-MUSICs-HS-A08	\$42	\$16.50	\$210	\$0.00
Nutrition & Wellness	AV-NUTWELs-HS-A07	\$42	\$16.50	\$210	\$0.00
Personal Finance - AVT	AV-PERFINs-HS-A09	\$42	\$16.50	\$210	\$0.00
Physics A	AV-PHYSA-HS-A08	\$42	\$16.50	\$210	\$0.00
AP® Physics B A	AV-PHYSBa-AP-A09	\$42	\$16.50	\$210	\$317.00
AP® Physics B B	AV-PHYSBb-AP-A09	\$42	\$16.50	\$210	\$317.00
Physics B	AV-PHYSB-HS-A08	\$42	\$16.50	\$210	\$0.00
Physical Science A CR	AV-PHYSCIA-CR-A09	\$42	\$16.50	\$210	\$0.00
Physical Science A FN	AV-PHYSCIA-FN-A09	\$42	\$16.50	\$210	\$0.00
Physical Science A	AV-PHYSCIA-HS-A09	\$42	\$16.50	\$210	\$0.00
Physical Science A - TX	AV-PHYSCIA-HS-TX09	\$42	\$16.50	\$210	\$0.00
Physical Science B CR	AV-PHYSCIB-CR-A09	\$42	\$16.50	\$210	\$0.00
Physical Science B FN	AV-PHYSCIB-FN-A09	\$42	\$16.50	\$210	\$0.00
Physical Science B	AV-PHYSCIB-HS-A09	\$42	\$16.50	\$210	\$0.00
Physical Science B - TX	AV-PHYSCIB-HS-TX09	\$42	\$16.50	\$210	\$0.00
Physical Education A - AVT	AV-PHYSEDA-HS-A05	\$42	\$16.50	\$210	\$0.00
Physical Education A - AVT - TX	AV-PHYSEDA-HS-TX05	\$42	\$16.50	\$210	\$0.00
Physical Education B - AVT	AV-PHYSEDb-HS-A05	\$42	\$16.50	\$210	\$0.00
Physical Education B - AVT - TX	AV-PHYSEDb-HS-TX05	\$42	\$16.50	\$210	\$0.00
Physical Education CR	AV-PHYSEDS-CR-A09	\$42	\$16.50	\$210	\$0.00
Pre-Algebra A - AVT	AV-PREALGa-HS-A07	\$42	\$16.50	\$210	\$0.00
Pre-Algebra A-WA - AVT	AV-PREALGa-HS-WA10	\$42	\$16.50	\$210	\$0.00
Pre-Algebra B - AVT	AV-PREALGb-HS-A07	\$42	\$16.50	\$210	\$0.00
Pre-Algebra B-WA - AVT	AV-PREALGb-HS-WA10	\$42	\$16.50	\$210	\$0.00
Pre-Calculus	AV-PRECALCs-HS-A08	\$42	\$16.50	\$210	\$0.00
Pre-Calculus	AV-PRECALCs-HS-U12	\$42	\$16.50	\$210	\$0.00
Programming I (VB.Net)	AV-PROG1s-HS-A08	\$42	\$16.50	\$210	\$0.00
Programming II (Java)	AV-PROG2s-HS-A08	\$42	\$16.50	\$210	\$0.00
AP® Psychology	AV-PSYCHs-AP-U10	\$42	\$16.50	\$210	\$150.00
Psychology	AV-PSYCHs-HS-A06	\$42	\$16.50	\$210	\$0.00
Sociology A	AV-SOCIOa-HS-A05	\$42	\$16.50	\$210	\$131.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
Sociology B	AV-SOCIOb-HS-A05	\$42	\$16.50	\$210	\$131.00
Spanish I A CR*	AV-SPAN1a-CR-A09	\$42	\$16.50	\$210	\$0.00
Spanish I B CR*	AV-SPAN1b-CR-A09	\$42	\$16.50	\$210	\$0.00
Spanish IV A*	AV-SPAN4a-HS-A06	\$42	\$16.50	\$210	\$0.00
Spanish IV B*	AV-SPAN4b-HS-A06	\$42	\$16.50	\$210	\$0.00
AP® Statistics A	AV-STATa-AP-A08	\$42	\$16.50	\$210	\$142.00
AP® Statistics B	AV-STATb-AP-A08	\$42	\$16.50	\$210	\$142.00
Trigonometry*	AV-TRIGs-HS-A08	\$42	\$16.50	\$210	\$0.00
Trigonometry	AV-TRIGs-HS-U12	\$42	\$16.50	\$210	\$0.00
Web Design - AVT	AV-WEBDESs-HS-A08	\$42	\$16.50	\$210	\$0.00
World History A CR	AV-WHISTa-CR-A09	\$42	\$16.50	\$210	\$0.00
World History A FN	AV-WHISTa-FN-A08	\$42	\$16.50	\$210	\$0.00
World History A	AV-WHISTa-HS-A08	\$42	\$16.50	\$210	\$0.00
World History A-CA	AV-WHISTa-HS-CA10	\$42	\$16.50	\$210	\$0.00
World History B CR	AV-WHISTb-CR-A09	\$42	\$16.50	\$210	\$0.00
World History B FN	AV-WHISTb-FN-A08	\$42	\$16.50	\$210	\$0.00
World History B	AV-WHISTb-HS-A08	\$42	\$16.50	\$210	\$0.00
World History B-CA	AV-WHISTb-HS-CA10	\$42	\$16.50	\$210	\$0.00
BUS030: Personal Finance	BUS-030V2-G	\$42	\$16.50	\$210	\$0.00
BUS030: Personal Finance - TX	BUS-030V2TX-G	\$42	\$16.50	\$210	\$0.00
BUS040: Introduction to Entrepreneurship I	BUS-040V1-G	\$42	\$16.50	\$210	\$0.00
BUS050: Introduction to Entrepreneurship II	BUS-050V1-G	\$42	\$16.50	\$210	\$0.00
BUS060: Introduction to Marketing I	BUS-060V1-G	\$42	\$16.50	\$210	\$0.00
BUS070: Introduction to Marketing II	BUS-070V1-G	\$42	\$16.50	\$210	\$0.00
BUS080-DYN: International Business	BUS-080V1-DYN	\$42	\$16.50	\$210	\$0.00
BUS090-DYN: Sports and Entertainment Marketing	BUS-090V1-DYN	\$42	\$16.50	\$210	\$0.00
BUS091-DYN: Introduction to Social Media	BUS-091V1-DYN	\$42	\$16.50	\$210	\$0.00
COS100A: Integrated Science	COS-100AV1-K	\$42	\$16.50	\$210	\$495.00
COS100B: Integrated Science	COS-100BV1-K	\$42	\$16.50	\$210	\$495.00
CS- Advisory Course	CS-ADVISORY	\$42	\$16.50	\$210	\$0.00
CS-Advisory I	CS-ADVISORY1	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
CS-Advisory II	CS-ADVISORY2	\$42	\$16.50	\$210	\$0.00
CS-Advisory III	CS-ADVISORY3	\$42	\$16.50	\$210	\$0.00
CS-Advisory IV	CS-ADVISORY4	\$42	\$16.50	\$210	\$0.00
CS- Algebra Intervention A	CS-ALGINTRVNTNA	\$42	\$16.50	\$210	\$0.00
CS- Algebra Intervention B	CS-ALGINTRVNTNB	\$42	\$16.50	\$210	\$0.00
CS-Creative Writing	CS-CRTVWRITING	\$42	\$16.50	\$210	\$0.00
CS-Digital Video	CS-DIGVIDEO	\$42	\$16.50	\$210	\$0.00
CS-Draw Paint	CS-DRAWPAINT	\$42	\$16.50	\$210	\$0.00
CS- ELA Intervention	CS-ELAINTEVENTION	\$42	\$16.50	\$210	\$0.00
CS- ELA Test Prep	CS-ELATESTPREP	\$42	\$16.50	\$210	\$0.00
CS-Essential Skills	CS-ESSNTLSKILLS	\$42	\$16.50	\$210	\$0.00
CS-Expository Writing	CS-EXPWRITING	\$42	\$16.50	\$210	\$0.00
CS- Foundations of Music	CS-FOUNDATIONS MUSIC	\$42	\$16.50	\$210	\$0.00
CS- Geometry Intervention A	CS-GEOMINTRVNTNA	\$42	\$16.50	\$210	\$0.00
CS- Geometry Intervention B	CS-GEOMINTRVNTNB	\$42	\$16.50	\$210	\$0.00
CS-Hawaiian 1	CS-HAWAIIAN1	\$42	\$16.50	\$210	\$0.00
CS-Hawaiian 2	CS-HAWAIIAN2	\$42	\$16.50	\$210	\$0.00
CS-Hawaiian 3	CS-HAWAIIAN3	\$42	\$16.50	\$210	\$0.00
CS- Hawaiian Language	CS-HILANGUAGE	\$42	\$16.50	\$210	\$0.00
CS- Homeroom	CS-HOMEROOM	\$42	\$16.50	\$210	\$0.00
CS- HS Hawaiian History	CS-HSHIHIST	\$42	\$16.50	\$210	\$0.00
CS- Independent Study	CS-INDPNDNTSTUDY	\$42	\$16.50	\$210	\$0.00
CS- Journey Symposium 103	CS-JOURNEY103	\$42	\$16.50	\$210	\$0.00
CS- Journey Symposium 203	CS-JOURNEY203	\$42	\$16.50	\$210	\$0.00
CS- Journey Symposium 303	CS-JOURNEY303	\$42	\$16.50	\$210	\$0.00
CS- Journey Symposium 403	CS-JOURNEY403	\$42	\$16.50	\$210	\$0.00
CS-LAC I Intervention A	CS-LAC1ALGINTRVNTNA	\$42	\$16.50	\$210	\$0.00
CS-LAC I Intervention B	CS-LAC1ALGINTRVNTNB	\$42	\$16.50	\$210	\$0.00
CS-LAC II Intervention A	CS-LAC2ALGINTRVNTNA	\$42	\$16.50	\$210	\$0.00
CS-LAC II Intervention B	CS-LAC2ALGINTRVNTNB	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
CS- Lifetime Activities	CS-LIFETIMEACTVTY	\$42	\$16.50	\$210	\$0.00
CS-Marine Science	CS-MARINESCIENE	\$42	\$16.50	\$210	\$0.00
CS- Math Intervention	CS-MTHINTERVENTION	\$42	\$16.50	\$210	\$0.00
CS- Math Test Prep	CS-MTHTESTPREP	\$42	\$16.50	\$210	\$0.00
CS- IDVA Success	CS-ONLINELEARN	\$42	\$16.50	\$210	\$0.00
CS- College & Career Planning with Online Mentoring	CS-ONLNMENTOR	\$42	\$16.50	\$210	\$0.00
CS- Participation Skills	CS-PARTCPTNSKILLS	\$42	\$16.50	\$210	\$0.00
CS- PAWS	CS-PAWS	\$42	\$16.50	\$210	\$0.00
CS- Performance Studio	CS-PERFORMSTUDIO	\$42	\$16.50	\$210	\$0.00
CS-Physical Education	CS-PHYSED	\$42	\$16.50	\$210	\$0.00
CS-Physical Education 10 A	CS-PHYSED10A	\$42	\$16.50	\$210	\$0.00
CS-Physical Education 10 B	CS-PHYSED10B	\$42	\$16.50	\$210	\$0.00
CS- Pre-Algebra Intervention A	CS-PREALGINTRVNTNA	\$42	\$16.50	\$210	\$0.00
CS- Pre-Algebra Intervention B	CS-PREALGINTRVNTNB	\$42	\$16.50	\$210	\$0.00
CS-Sculpture	CS-SCULPTURE	\$42	\$16.50	\$210	\$0.00
CS- Senior Project	CS-SENIORPROJECT	\$42	\$16.50	\$210	\$0.00
CS- Sharpen Your Skills	CS-SHARPSKILLS	\$42	\$16.50	\$210	\$0.00
CS- STARS	CS-STARS	\$42	\$16.50	\$210	\$0.00
CS- Student Athlete	CS-STUDATHLETE	\$42	\$16.50	\$210	\$0.00
CS- Work Experience	CS-WORKEXP RNCE	\$42	\$16.50	\$210	\$0.00
CS- Work Sample	CS-WORKSAMPLE	\$42	\$16.50	\$210	\$0.00
ENG001A-APL: English Foundations I	ENG-001AV2-APL	\$42	\$16.50	\$210	\$0.00
ENG001B-APL: English Foundations I	ENG-001BV2-APL	\$42	\$16.50	\$210	\$0.00
ENG010: Journalism	ENG-010V2-K	\$42	\$16.50	\$210	\$0.00
ENG010: Journalism - TX	ENG-010V2TX-K	\$42	\$16.50	\$210	\$0.00
ENG011A-APL: English Foundations II	ENG-011AV2-APL	\$42	\$16.50	\$210	\$0.00
ENG011B-APL: English Foundations II	ENG-011BV2-APL	\$42	\$16.50	\$210	\$0.00
ENG020: Public Speaking	ENG-020V1-K	\$42	\$16.50	\$210	\$0.00
ENG020: Public Speaking - TX	ENG-020V1TX-K	\$42	\$16.50	\$210	\$0.00
ENG030A-AVT: Creative Writing	ENG-030AV1-AVT	\$42	\$16.50	\$210	\$0.00
ENG030B-AVT: Creative Writing	ENG-030BV1-AVT	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
ENG102A-BL: Literary Analysis and Composition I	ENG-102ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG102A: Literary Analysis and Composition I	ENG-102AV1-K	\$42	\$16.50	\$210	\$90.00
ENG102B-BL: Literary Analysis and Composition I	ENG-102BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG102B: Literary Analysis and Composition I	ENG-102BV1-K	\$42	\$16.50	\$210	\$90.00
ENG103A-BL: Literary Analysis and Composition I	ENG-103ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG103A: Literary Analysis and Composition I	ENG-103AV1-K	\$42	\$16.50	\$210	\$90.00
ENG103A: Literary Analysis and Composition I - TX	ENG-103AV1TX-K	\$42	\$16.50	\$210	\$90.00
ENG103B-BL: Literary Analysis and Composition I	ENG-103BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG103B: Literary Analysis and Composition I	ENG-103BV1-K	\$42	\$16.50	\$210	\$90.00
ENG104A-BL: Honors Literary Analysis and Composition I	ENG-104ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG104A: Honors Literary Analysis and Composition I	ENG-104AV1-K	\$42	\$16.50	\$210	\$90.00
ENG104A: Honors Literary Analysis and Composition I - TX	ENG-104AV1TX-K	\$42	\$16.50	\$210	\$90.00
ENG104B-BL: Honors Literary Analysis and Composition I	ENG-104BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG104B: Honors Literary Analysis and Composition I	ENG-104BV1-K	\$42	\$16.50	\$210	\$90.00
ENG106A-AVT: English I	ENG-106AV1-AVT	\$42	\$16.50	\$210	\$23.50
ENG106A-AVT-CA: English I	ENG-106AV1CA-AVT	\$42	\$16.50	\$210	\$23.50
ENG106A-AVT-LA: English I	ENG-106AV1LA-AVT	\$42	\$16.50	\$210	\$23.50
ENG106A-AVT-NY: English I	ENG-106AV1NY-AVT	\$42	\$16.50	\$210	\$23.50
ENG106AG: Literary Analysis and Composition I	ENG-106AVG1-K	\$42	\$16.50	\$210	\$90.00
ENG106B-AVT: English I	ENG-106BV1-AVT	\$42	\$16.50	\$210	\$23.50
ENG106B-AVT-CA: English I	ENG-106BV1CA-AVT	\$42	\$16.50	\$210	\$23.50
ENG106B-AVT-LA: English I	ENG-106BV1LA-AVT	\$42	\$16.50	\$210	\$23.50
ENG106B-AVT-NY: English I	ENG-106BV1NY-AVT	\$42	\$16.50	\$210	\$23.50
ENG106BG: Literary Analysis and Composition I	ENG-106BVG1-K	\$42	\$16.50	\$210	\$90.00
ENG202A-BL: Literary Analysis and Composition II	ENG-202ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG202A: Literary Analysis and Composition II	ENG-202AV1-K	\$42	\$16.50	\$210	\$35.00
ENG202B-BL: Literary Analysis and Composition II	ENG-202BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG202B: Literary Analysis and Composition II	ENG-202BV1-K	\$42	\$16.50	\$210	\$35.00
ENG203A-BL: Literary Analysis and Composition II	ENG-203ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG203A: Literary Analysis and Composition II	ENG-203AV1-K	\$42	\$16.50	\$210	\$90.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
ENG203A: Literary Analysis and Composition II - TX	ENG-203AV1TX-K	\$42	\$16.50	\$210	\$90.00
ENG203B-BL: Literary Analysis and Composition II	ENG-203BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG203B: Literary Analysis and Composition II	ENG-203BV1-K	\$42	\$16.50	\$210	\$90.00
ENG203B: Literary Analysis and Composition II - TX	ENG-203BV1TX-K	\$42	\$16.50	\$210	\$90.00
ENG204A-BL: Honors Literary Analysis and Composition II	ENG-204ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG204A: Honors Literary Analysis and Composition II	ENG-204AV1-K	\$42	\$16.50	\$210	\$90.00
ENG204A: Honors Literary Analysis and Composition II - TX	ENG-204AV1TX-K	\$42	\$16.50	\$210	\$90.00
ENG204B-BL: Honors Literary Analysis and Composition II	ENG-204BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG204B: Honors Literary Analysis and Composition II	ENG-204BV1-K	\$42	\$16.50	\$210	\$90.00
ENG204B: Honors Literary Analysis and Composition II - TX	ENG-204BV1TX-K	\$42	\$16.50	\$210	\$90.00
ENG206A-AVT: English II	ENG-206AV1-AVT	\$42	\$16.50	\$210	\$23.50
ENG206A-AVT-CA: English II	ENG-206AV1CA-AVT	\$42	\$16.50	\$210	\$23.50
ENG206A-AVT-LA: English II	ENG-206AV1LA-AVT	\$42	\$16.50	\$210	\$23.50
ENG206A-AVT-NY: English II	ENG-206AV1NY-AVT	\$42	\$16.50	\$210	\$23.50
ENG206AG: Literary Analysis and Composition II	ENG-206AVG1-K	\$42	\$16.50	\$210	\$35.00
ENG206B-AVT: English II	ENG-206BV1-AVT	\$42	\$16.50	\$210	\$23.50
ENG206B-AVT-CA: English II	ENG-206BV1CA-AVT	\$42	\$16.50	\$210	\$23.50
ENG206B-AVT-LA: English II	ENG-206BV1LA-AVT	\$42	\$16.50	\$210	\$23.50
ENG206B-AVT-NY: English II	ENG-206BV1NY-AVT	\$42	\$16.50	\$210	\$23.50
ENG206BG: Literary Analysis and Composition II	ENG-206BVG1-K	\$42	\$16.50	\$210	\$35.00
ENG302A-BL: American Literature	ENG-302ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG302A: American Literature	ENG-302AV1-K	\$42	\$16.50	\$210	\$45.00
ENG302AX: American Literature	ENG-302AXV1-K	\$42	\$16.50	\$210	\$0.00
ENG302B-BL: American Literature	ENG-302BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG302B: American Literature	ENG-302BV1-K	\$42	\$16.50	\$210	\$45.00
ENG302BX: American Literature	ENG-302BXV1-K	\$42	\$16.50	\$210	\$0.00
ENG303A-BL: American Literature	ENG-303ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG303A: American Literature	ENG-303AV1-K	\$42	\$16.50	\$210	\$55.00
ENG303A: American Literature - TX	ENG-303AV1TX-K	\$42	\$16.50	\$210	\$55.00
ENG303AX: American Literature	ENG-303AXV1-K	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
ENG303B-BL: American Literature	ENG-303BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG303B: American Literature	ENG-303BV1-K	\$42	\$16.50	\$210	\$55.00
ENG303B: American Literature - TX	ENG-303BV1TX-K	\$42	\$16.50	\$210	\$55.00
ENG303BX: American Literature	ENG-303BXV1-K	\$42	\$16.50	\$210	\$0.00
ENG304A-BL: Honors American Literature	ENG-304ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG304A: Honors American Literature	ENG-304AV1-K	\$42	\$16.50	\$210	\$55.00
ENG304A: Honors American Literature - TX	ENG-304AV1TX-K	\$42	\$16.50	\$210	\$55.00
ENG304AX: Honors American Literature	ENG-304AXV1-K	\$42	\$16.50	\$210	\$0.00
ENG304B-BL: Honors American Literature	ENG-304BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG304B: Honors American Literature	ENG-304BV1-K	\$42	\$16.50	\$210	\$55.00
ENG304B: Honors American Literature - TX	ENG-304BV1TX-K	\$42	\$16.50	\$210	\$55.00
ENG304BX: Honors American Literature	ENG-304BXV1-K	\$42	\$16.50	\$210	\$0.00
ENG306A-AVT: English III	ENG-306AV1-AVT	\$42	\$16.50	\$210	\$30.00
ENG306A-AVT-NY: English III	ENG-306AV1NY-AVT	\$42	\$16.50	\$210	\$30.00
ENG306A-AVT: English III	ENG-306AV2-AVT	\$42	\$16.50	\$210	\$30.00
ENG306AG: American Literature	ENG-306AVG1-K	\$42	\$16.50	\$210	\$45.00
ENG306B-AVT: English III	ENG-306BV1-AVT	\$42	\$16.50	\$210	\$30.00
ENG306B-AVT-NY: English III	ENG-306BV1NY-AVT	\$42	\$16.50	\$210	\$30.00
ENG306B-AVT: English III	ENG-306BV2-AVT	\$42	\$16.50	\$210	\$30.00
ENG306BG: American Literature	ENG-306BVG1-K	\$42	\$16.50	\$210	\$45.00
ENG402A-BL: British and World Literature	ENG-402ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG402A: British and World Literature	ENG-402AV1-K	\$42	\$16.50	\$210	\$135.00
ENG402AX: British and World Literature	ENG-402AXV1-K	\$42	\$16.50	\$210	\$0.00
ENG402B-BL: British and World Literature	ENG-402BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG402B: British and World Literature	ENG-402BV1-K	\$42	\$16.50	\$210	\$135.00
ENG402BX: British and World Literature	ENG-402BXV1-K	\$42	\$16.50	\$210	\$0.00
ENG403A-BL: British and World Literature	ENG-403ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG403A: British and World Literature	ENG-403AV1-K	\$42	\$16.50	\$210	\$127.00
ENG403A: British and World Literature - TX	ENG-403AV1TX-K	\$42	\$16.50	\$210	\$127.00
ENG403AX: British and World Literature	ENG-403AXV1-K	\$42	\$16.50	\$210	\$0.00
ENG403B-BL: British and World Literature	ENG-403BBLV1-K	\$42	\$16.50	\$210	\$0.00



**K12 Managed Virtual Academy
Billing Terms and Price List
FY2013 -2014**

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
ENG403B: British and World Literature	ENG-403BV1-K	\$42	\$16.50	\$210	\$127.00
ENG403B: British and World Literature - TX	ENG-403BV1TX-K	\$42	\$16.50	\$210	\$127.00
ENG403BX: British and World Literature	ENG-403BXV1-K	\$42	\$16.50	\$210	\$0.00
ENG404A-BL: Honors British and World Literature	ENG-404ABLV1-K	\$42	\$16.50	\$210	\$0.00
ENG404A: Honors British and World Literature	ENG-404AV1-K	\$42	\$16.50	\$210	\$127.00
ENG404A: Honors British and World Literature - TX	ENG-404AV1TX-K	\$42	\$16.50	\$210	\$127.00
ENG404AX: Honors British and World Literature	ENG-404AXV1-K	\$42	\$16.50	\$210	\$0.00
ENG404B-BL: Honors British and World Literature	ENG-404BBLV1-K	\$42	\$16.50	\$210	\$0.00
ENG404B: Honors British and World Literature	ENG-404BV1-K	\$42	\$16.50	\$210	\$127.00
ENG404B: Honors British and World Literature - TX	ENG-404BV1TX-K	\$42	\$16.50	\$210	\$127.00
ENG404BX: Honors British and World Literature	ENG-404BXV1-K	\$42	\$16.50	\$210	\$0.00
ENG406A-AVT: English IV	ENG-406AV1-AVT	\$42	\$16.50	\$210	\$19.00
ENG406A-AVT-NY: English IV	ENG-406AV1NY-AVT	\$42	\$16.50	\$210	\$19.00
ENG406AG: British and World Literature	ENG-406AVG1-K	\$42	\$16.50	\$210	\$135.00
ENG406B-AVT: English IV	ENG-406BV1-AVT	\$42	\$16.50	\$210	\$19.00
ENG406B-AVT-NY: English IV	ENG-406BV1NY-AVT	\$42	\$16.50	\$210	\$19.00
ENG406BG: British and World Literature	ENG-406BVG1-K	\$42	\$16.50	\$210	\$135.00
ENG500A: AP(R) English Language and Composition	ENG-500AV1-A	\$42	\$16.50	\$210	\$185.00
ENG500A: AP® English Language and Composition - TX	ENG-500AV1TX-A	\$42	\$16.50	\$210	\$185.00
ENG500B: AP(R) English Language and Composition	ENG-500BV1-A	\$42	\$16.50	\$210	\$185.00
ENG500B: AP® English Language and Composition - TX	ENG-500BV1TX-A	\$42	\$16.50	\$210	\$185.00
ENG510A: AP(R) English Literature and Composition	ENG-510AV1-A	\$42	\$16.50	\$210	\$275.00
ENG510A: AP® English Literature and Composition - TX	ENG-510AV1TX-A	\$42	\$16.50	\$210	\$275.00
ENG510B: AP(R) English Literature and Composition	ENG-510BV1-A	\$42	\$16.50	\$210	\$275.00
ENG510B: AP® English Literature and Composition - TX	ENG-510BV1TX-A	\$42	\$16.50	\$210	\$275.00
HIH100A: Modern History of Hawai'i	HIH-100V1-K	\$42	\$16.50	\$210	\$64.00
HST010-APL: Anthropology	HST-010V2-APL	\$42	\$16.50	\$210	\$0.00
HST020-AVT: Psychology	HST-020V2-AVT	\$42	\$16.50	\$210	\$0.00
HST030-AVT: Economics	HST-030V2-AVT	\$42	\$16.50	\$210	\$0.00
HST040-AVT: Civics	HST-040V1-AVT	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
HST050A-AVT: Sociology	HST-050AV1-AVT	\$42	\$16.50	\$210	\$131.00
HST050B-AVT: Sociology	HST-050BV1-AVT	\$42	\$16.50	\$210	\$131.00
HST102A-BL: World History	HST-102ABLV2-K	\$42	\$16.50	\$210	\$0.00
HST102AR: World History - TX	HST-102AV1TX-A	\$42	\$16.50	\$210	\$0.00
HST102A: World History	HST-102AV2-K	\$42	\$16.50	\$210	\$130.00
HST102AX: World History	HST-102AXV2-K	\$42	\$16.50	\$210	\$0.00
HST102B-BL: World History	HST-102BBLV2-K	\$42	\$16.50	\$210	\$0.00
HST102BR: World History - TX	HST-102BV1TX-A	\$42	\$16.50	\$210	\$0.00
HST102B: World History	HST-102BV2-K	\$42	\$16.50	\$210	\$130.00
HST102BX: World History	HST-102BXV2-K	\$42	\$16.50	\$210	\$0.00
HST103A-BL: World History	HST-103ABLV2-K	\$42	\$16.50	\$210	\$0.00
HST103AR: World History - TX	HST-103AV1TX-A	\$42	\$16.50	\$210	\$0.00
HST103A: World History	HST-103AV2-K	\$42	\$16.50	\$210	\$130.00
HST103AX: World History	HST-103AXV2-K	\$42	\$16.50	\$210	\$0.00
HST103B-BL: World History	HST-103BBLV2-K	\$42	\$16.50	\$210	\$0.00
HST103BR: World History - TX	HST-103BV1TX-A	\$42	\$16.50	\$210	\$0.00
HST103B: World History	HST-103BV2-K	\$42	\$16.50	\$210	\$130.00
HST103BX: World History	HST-103BXV2-K	\$42	\$16.50	\$210	\$0.00
HST104A-BL: Honors World History	HST-104ABLV1-K	\$42	\$16.50	\$210	\$0.00
HST104A: Honors World History	HST-104AV1-K	\$42	\$16.50	\$210	\$130.00
HST104AX: Honors World History	HST-104AXV1-K	\$42	\$16.50	\$210	\$0.00
HST104B-BL: Honors World History	HST-104BBLV1-K	\$42	\$16.50	\$210	\$0.00
HST104B: Honors World History	HST-104BV1-K	\$42	\$16.50	\$210	\$130.00
HST104BX: Honors World History	HST-104BXV1-K	\$42	\$16.50	\$210	\$0.00
HST106A-AVT: World History	HST-106AV1-AVT	\$42	\$16.50	\$210	\$0.00
HST106A-AVT-CA: World History	HST-106AV1CA-AVT	\$42	\$16.50	\$210	\$0.00
HST106AG: World History	HST-106AVG1-K	\$42	\$16.50	\$210	\$130.00
HST106B-AVT: World History	HST-106BV1-AVT	\$42	\$16.50	\$210	\$0.00
HST106B-AVT-CA: World History	HST-106BV1CA-AVT	\$42	\$16.50	\$210	\$0.00
HST106BG: World History	HST-106BVG1-K	\$42	\$16.50	\$210	\$130.00
HST202A-BL: Modern World Studies	HST-202ABLV1-K	\$42	\$16.50	\$210	\$0.00
HST202A: Modern World Studies	HST-202AV1-K	\$42	\$16.50	\$210	\$110.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
HST202AX: Modern World Studies	HST-202AXV1-K	\$42	\$16.50	\$210	\$0.00
HST202B-BL: Modern World Studies	HST-202BBLV1-K	\$42	\$16.50	\$210	\$0.00
HST202B: Modern World Studies	HST-202BV1-K	\$42	\$16.50	\$210	\$110.00
HST202BX: Modern World Studies	HST-202BXV1-K	\$42	\$16.50	\$210	\$0.00
HST203A-BL: Modern World Studies	HST-203ABLV1-K	\$42	\$16.50	\$210	\$0.00
HST203A: Modern World Studies	HST-203AV1-K	\$42	\$16.50	\$210	\$110.00
HST203AX: Modern World Studies	HST-203AXV1-K	\$42	\$16.50	\$210	\$0.00
HST203B-BL: Modern World Studies	HST-203BBLV1-K	\$42	\$16.50	\$210	\$0.00
HST203B: Modern World Studies	HST-203BV1-K	\$42	\$16.50	\$210	\$110.00
HST203BX: Modern World Studies	HST-203BXV1-K	\$42	\$16.50	\$210	\$0.00
HST204A-BL: Honors Modern World Studies	HST-204ABLV1-K	\$42	\$16.50	\$210	\$0.00
HST204A: Honors Modern World Studies	HST-204AV1-K	\$42	\$16.50	\$210	\$110.00
HST204AX: Honors Modern World Studies	HST-204AXV1-K	\$42	\$16.50	\$210	\$0.00
HST204B-BL: Honors Modern World Studies	HST-204BBLV1-K	\$42	\$16.50	\$210	\$0.00
HST204B: Honors Modern World Studies	HST-204BV1-K	\$42	\$16.50	\$210	\$110.00
HST204BX: Honors Modern World Studies	HST-204BXV1-K	\$42	\$16.50	\$210	\$0.00
HST206AG: Modern World Studies	HST-206AVG1-K	\$42	\$16.50	\$210	\$110.00
HST206BG: Modern World Studies	HST-206BVG1-K	\$42	\$16.50	\$210	\$110.00
HST212: Geography and World Cultures	HST-212V1-A	\$42	\$16.50	\$210	\$0.00
HST213-BL: Geography and World Cultures	HST-213BLV1-A	\$42	\$16.50	\$210	\$0.00
HST213: Geography and World Cultures	HST-213V1-A	\$42	\$16.50	\$210	\$0.00
HST216A-AVT: Geography	HST-216AV1-AVT	\$42	\$16.50	\$210	\$0.00
HST216B-AVT: Geography	HST-216BV1-AVT	\$42	\$16.50	\$210	\$0.00
HST222A-AVT: Contemporary World Issues	HST-222AV1-AVT	\$42	\$16.50	\$210	\$0.00
HST222B-AVT: Contemporary World Issues	HST-222BV1-AVT	\$42	\$16.50	\$210	\$0.00
HST302A-BL: U.S. History	HST-302ABLV1-K	\$42	\$16.50	\$210	\$0.00
HST302A: U.S. History	HST-302AV1-K	\$42	\$16.50	\$210	\$125.00
HST302AX: U.S. History	HST-302AXV1-K	\$42	\$16.50	\$210	\$0.00
HST302B-BL: U.S. History	HST-302BBLV1-K	\$42	\$16.50	\$210	\$0.00
HST302B: U.S. History	HST-302BV1-K	\$42	\$16.50	\$210	\$125.00
HST302BX: U.S. History	HST-302BXV1-K	\$42	\$16.50	\$210	\$0.00
HST303A-BL: U.S. History	HST-303ABLV1-K	\$42	\$16.50	\$210	\$0.00



**K12 Managed Virtual Academy
Billing Terms and Price List
FY2013 -2014**

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/ Student	Materials/Course
HST303A: U.S. History	HST-303AV1-K	\$42	\$16.50	\$210	\$125.00
HST303AX: U.S. History	HST-303AXV1-K	\$42	\$16.50	\$210	\$0.00
HST303B-BL: U.S. History	HST-303BBLV1-K	\$42	\$16.50	\$210	\$0.00
HST303B: U.S. History	HST-303BV1-K	\$42	\$16.50	\$210	\$125.00
HST303BX: U.S. History	HST-303BXV1-K	\$42	\$16.50	\$210	\$0.00
HST304A-BL: Honors U.S. History	HST-304ABLV1-K	\$42	\$16.50	\$210	\$0.00
HST304A: Honors U.S. History	HST-304AV1-K	\$42	\$16.50	\$210	\$125.00
HST304AX: Honors U.S. History	HST-304AXV1-K	\$42	\$16.50	\$210	\$0.00
HST304B-BL: Honors U.S. History	HST-304BBLV1-K	\$42	\$16.50	\$210	\$0.00
HST304B: Honors U.S. History	HST-304BV1-K	\$42	\$16.50	\$210	\$125.00
HST304BX: Honors U.S. History	HST-304BXV1-K	\$42	\$16.50	\$210	\$0.00
HST306A-AVT: American History	HST-306AV1-AVT	\$42	\$16.50	\$210	\$0.00
HST306AG: U.S. History	HST-306AVG1-K	\$42	\$16.50	\$210	\$125.00
HST306B-AVT: American History	HST-306BV1-AVT	\$42	\$16.50	\$210	\$0.00
HST306BG: U.S. History	HST-306BVG1-K	\$42	\$16.50	\$210	\$125.00
HST312A: Modern U.S. History	HST-312AV1-K	\$42	\$16.50	\$210	\$125.00
HST312AX: Modern U.S. History	HST-312AXV1-K	\$42	\$16.50	\$210	\$0.00
HST312B: Modern U.S. History	HST-312BV1-K	\$42	\$16.50	\$210	\$125.00
HST312BX: Modern U.S. History	HST-312BXV1-K	\$42	\$16.50	\$210	\$0.00
HST313A: Modern U.S. History	HST-313AV1-K	\$42	\$16.50	\$210	\$125.00
HST313A: Modern U.S. History - TX	HST-313AV1TX-K	\$42	\$16.50	\$210	\$125.00
HST313AX: Modern U.S. History	HST-313AXV1-K	\$42	\$16.50	\$210	\$0.00
HST313B: Modern U.S. History	HST-313BV1-K	\$42	\$16.50	\$210	\$125.00
HST313B: Modern U.S. History - TX	HST-313BV1TX-K	\$42	\$16.50	\$210	\$125.00
HST313BX: Modern U.S. History	HST-313BXV1-K	\$42	\$16.50	\$210	\$0.00
HST314A: Honors Modern U.S. History	HST-314AV1-K	\$42	\$16.50	\$210	\$125.00
HST314A: Honors Modern US History - TX	HST-314AV1TX-K	\$42	\$16.50	\$210	\$125.00
HST314AX: Honors Modern U.S. History	HST-314AXV1-K	\$42	\$16.50	\$210	\$0.00
HST314B: Honors Modern U.S. History	HST-314BV1-K	\$42	\$16.50	\$210	\$125.00
HST314B: Honors Modern US History - TX	HST-314BV1TX-K	\$42	\$16.50	\$210	\$125.00
HST314BX: Honors Modern U.S. History	HST-314BXV1-K	\$42	\$16.50	\$210	\$0.00
HST316AG: Modern U.S. History	HST-316AVG1-K	\$42	\$16.50	\$210	\$125.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
HST316BG: Modern U.S. History	HST-316BVG1-K	\$42	\$16.50	\$210	\$125.00
HST402-BL: U.S. Government and Politics	HST-402BLV1-A	\$42	\$16.50	\$210	\$0.00
HST402: U.S. Government and Politics	HST-402V1-A	\$42	\$16.50	\$210	\$0.00
HST402: U.S. Government and Politics - IDVA	HST-402V1ID-A	\$42	\$16.50	\$210	\$0.00
HST403-BL: U.S. Government and Politics	HST-403BLV1-A	\$42	\$16.50	\$210	\$0.00
HST403: U.S. Government and Politics	HST-403V1-A	\$42	\$16.50	\$210	\$0.00
HST403: U.S. Government and Politics - IDVA	HST-403V1ID-A	\$42	\$16.50	\$210	\$0.00
HST403: U.S. Government and Politics - TX	HST-403V1TX-A	\$42	\$16.50	\$210	\$0.00
HST406-AVT: American Government	HST-406V1-AVT	\$42	\$16.50	\$210	\$0.00
HST406-AVT-NY: American Government	HST-406V1NY-AVT	\$42	\$16.50	\$210	\$0.00
HST412-BL: U.S. and Global Economics	HST-412BLV1-A	\$42	\$16.50	\$210	\$0.00
HST412: U.S. and Global Economics	HST-412V1-A	\$42	\$16.50	\$210	\$0.00
HST413-BL: U.S. and Global Economics	HST-413BLV1-A	\$42	\$16.50	\$210	\$0.00
HST413: U.S. and Global Economics	HST-413V1-A	\$42	\$16.50	\$210	\$0.00
HST413: U.S. and Global Economics - TX	HST-413V1TX-A	\$42	\$16.50	\$210	\$0.00
HST416-AVT: Economics	HST-416V1-AVT	\$42	\$16.50	\$210	\$0.00
HST500A: AP(R) U.S. History	HST-500AV1-A	\$42	\$16.50	\$210	\$125.00
HST500A: AP® U.S. History - TX	HST-500AV1TX-A	\$42	\$16.50	\$210	\$125.00
HST500B: AP(R) U.S. History	HST-500BV1-A	\$42	\$16.50	\$210	\$125.00
HST500B: AP® U.S. History - TX	HST-500BV1TX-A	\$42	\$16.50	\$210	\$125.00
HST510: AP(R) U.S. Government and Politics	HST-510V1-A	\$42	\$16.50	\$210	\$210.00
HST520: AP(R) Macroeconomics	HST-520V1-A	\$42	\$16.50	\$210	\$204.00
HST530: AP(R) Microeconomics	HST-530V1-A	\$42	\$16.50	\$210	\$204.00
HST540: AP(R) Psychology	HST-540V1-A	\$42	\$16.50	\$210	\$150.00
HST540: AP® Psychology - TX	HST-540V1TX-A	\$42	\$16.50	\$210	\$150.00
HST550A: AP® European History	HST-550AV1-K	\$42	\$16.50	\$210	\$0.00
HST550B: AP® European History	HST-550BV1-K	\$42	\$16.50	\$210	\$0.00
HST560A: AP® World History	HST-560AV1-K	\$42	\$16.50	\$210	\$0.00
HST560B: AP® World History	HST-560BV1-K	\$42	\$16.50	\$210	\$0.00
MTH001A-APL: Math Foundations I	MTH-001AV2-APL	\$42	\$16.50	\$210	\$0.00
MTH001B-APL: Math Foundations I	MTH-001BV2-APL	\$42	\$16.50	\$210	\$0.00
MTH011A-APL: Math Foundations II	MTH-011AV2-APL	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
MTH011B-APL: Math Foundations II	MTH-011BV2-APL	\$42	\$16.50	\$210	\$0.00
MTH107A: Developmental Algebra	MTH-107AV1-K	\$42	\$16.50	\$210	\$0.00
MTH107AX: Developmental Algebra	MTH-107AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH107B: Developmental Algebra	MTH-107BV1-K	\$42	\$16.50	\$210	\$0.00
MTH107BX: Developmental Algebra	MTH-107BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH112A: Pre-Algebra	MTH-112AV1-K	\$42	\$16.50	\$210	\$75.00
MTH112AX: Pre-Algebra	MTH-112AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH112B: Pre-Algebra	MTH-112BV1-K	\$42	\$16.50	\$210	\$75.00
MTH112BX: Pre-Algebra	MTH-112BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH113A: Pre-Algebra	MTH-113AV1-K	\$42	\$16.50	\$210	\$75.00
MTH113AX: Pre-Algebra	MTH-113AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH113B: Pre-Algebra	MTH-113BV1-K	\$42	\$16.50	\$210	\$75.00
MTH113BX: Pre-Algebra	MTH-113BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH116AG: Pre-Algebra	MTH-116AVG1-K	\$42	\$16.50	\$210	\$75.00
MTH116BG: Pre-Algebra	MTH-116BVG1-K	\$42	\$16.50	\$210	\$75.00
MTH122AR-BL: Algebra I	MTH-122ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH122A: Algebra I - IDVA	MTH-122AV1ID-K	\$42	\$16.50	\$210	\$75.00
Algebra II B	MTH-122AV2ID-K	\$42	\$16.50	\$210	\$0.00
MTH122A: Algebra I - IDVA	MTH-122AV2ID-K	\$42	\$16.50	\$210	\$75.00
MTH122A: Algebra I	MTH-122AV2-K	\$42	\$16.50	\$210	\$75.00
MTH122AX: Algebra I	MTH-122AXV3-K	\$42	\$16.50	\$210	\$0.00
MTH122BR-BL: Algebra I	MTH-122BBLV1-K	\$42	\$16.50	\$210	\$0.00
MTH122BR: Algebra I - AZ	MTH-122BV1AZ-K	\$42	\$16.50	\$210	\$75.00
MTH122B: Algebra I	MTH-122BV2-K	\$42	\$16.50	\$210	\$75.00
MTH122BX: Algebra I	MTH-122BXV3-K	\$42	\$16.50	\$210	\$0.00
MTH123AR-BL: Algebra I	MTH-123ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH123AR: Algebra I - IDVA	MTH-123AV1ID-K	\$42	\$16.50	\$210	\$75.00
MTH123A: Algebra I - IDVA	MTH-123AV2ID-K	\$42	\$16.50	\$210	\$75.00
MTH123A: Algebra I	MTH-123AV2-K	\$42	\$16.50	\$210	\$75.00
MTH123ARX: Algebra I	MTH-123AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH123AX: Algebra I	MTH-123AXV3-K	\$42	\$16.50	\$210	\$0.00
MTH123B-BL: Algebra I	MTH-123BBLV1-K	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
MTH123BR: Algebra I - AZ	MTH-123BV1AZ-K	\$42	\$16.50	\$210	\$75.00
MTH123B: Algebra I	MTH-123BV2-K	\$42	\$16.50	\$210	\$75.00
MTH123BX: Algebra I	MTH-123BXV3-K	\$42	\$16.50	\$210	\$0.00
MTH124AR-BL: Honors Algebra I	MTH-124ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH124A: Honors Algebra I	MTH-124AV2-K	\$42	\$16.50	\$210	\$75.00
MTH124AX: Honors Algebra I	MTH-124AXV3-K	\$42	\$16.50	\$210	\$0.00
MTH124BR-BL: Honors Algebra I	MTH-124BBLV1-K	\$42	\$16.50	\$210	\$0.00
MTH124BR: Honors Algebra I - AZ	MTH-124BV1AZ-K	\$42	\$16.50	\$210	\$75.00
MTH124B: Honors Algebra I	MTH-124BV2-K	\$42	\$16.50	\$210	\$75.00
MTH124BX: Honors Algebra I	MTH-124BXV3-K	\$42	\$16.50	\$210	\$0.00
MTH126A-AVT-CA: Algebra I	MTH-126AV1CA-AVT	\$42	\$16.50	\$210	\$0.00
MTH126A-AVT-NY: Algebra I	MTH-126AV1NY-AVT	\$42	\$16.50	\$210	\$0.00
MTH126A-AVT: Algebra I	MTH-126AV2-AVT	\$42	\$16.50	\$210	\$0.00
MTH126AG: Algebra I	MTH-126AVG1-K	\$42	\$16.50	\$210	\$75.00
MTH126B-AVT-CA: Algebra I	MTH-126BV1CA-AVT	\$42	\$16.50	\$210	\$0.00
MTH126B-AVT-NY: Algebra I	MTH-126BV1NY-AVT	\$42	\$16.50	\$210	\$0.00
MTH126B-AVT: Algebra I	MTH-126BV2-AVT	\$42	\$16.50	\$210	\$0.00
MTH126BG: Algebra I - AZ	MTH-126BVG1AZ-K	\$42	\$16.50	\$210	\$75.00
MTH126BG: Algebra I	MTH-126BVG1-K	\$42	\$16.50	\$210	\$75.00
MTH202A-BL: Geometry	MTH-202ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH202A: Geometry	MTH-202AV1-K	\$42	\$16.50	\$210	\$85.00
MTH202A: Geometry - TX	MTH-202AV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH202AX: Geometry	MTH-202AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH202B-BL: Geometry	MTH-202BBLV1-K	\$42	\$16.50	\$210	\$0.00
MTH202B: Geometry	MTH-202BV1-K	\$42	\$16.50	\$210	\$85.00
MTH202BX: Geometry	MTH-202BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH203A-BL: Geometry	MTH-203ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH203A: Geometry	MTH-203AV1-K	\$42	\$16.50	\$210	\$85.00
MTH203A: Geometry - TX	MTH-203AV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH203AX: Geometry	MTH-203AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH203B-BL: Geometry	MTH-203BBLV1-K	\$42	\$16.50	\$210	\$0.00
MTH203B: Geometry	MTH-203BV1-K	\$42	\$16.50	\$210	\$85.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
MTH203BX: Geometry	MTH-203BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH204A-BL: Honors Geometry	MTH-204ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH204A: Honors Geometry	MTH-204AV1-K	\$42	\$16.50	\$210	\$85.00
MTH204A: Honors Geometry - TX	MTH-204AV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH204AX: Honors Geometry	MTH-204AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH204B-BL: Honors Geometry	MTH-204BBLV1-K	\$42	\$16.50	\$210	\$0.00
MTH204B: Honors Geometry	MTH-204BV1-K	\$42	\$16.50	\$210	\$85.00
MTH204BX: Honors Geometry	MTH-204BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH206A-AVT: Geometry	MTH-206AV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH206A-AVT-CA: Geometry	MTH-206AV1CA-AVT	\$42	\$16.50	\$210	\$0.00
MTH206A-AVT-LA: Geometry	MTH-206AV1LA-AVT	\$42	\$16.50	\$210	\$0.00
MTH206A-AVT-NY: Geometry	MTH-206AV1NY-AVT	\$42	\$16.50	\$210	\$0.00
MTH206AG: Geometry	MTH-206AVG1-K	\$42	\$16.50	\$210	\$85.00
MTH206B-AVT: Geometry	MTH-206BV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH206B-AVT-CA: Geometry	MTH-206BV1CA-AVT	\$42	\$16.50	\$210	\$0.00
MTH206B-AVT-LA: Geometry	MTH-206BV1LA-AVT	\$42	\$16.50	\$210	\$0.00
MTH206B-AVT-NY: Geometry	MTH-206BV1NY-AVT	\$42	\$16.50	\$210	\$0.00
MTH206BG: Geometry	MTH-206BVG1-K	\$42	\$16.50	\$210	\$85.00
MTH302A-BL: Algebra II	MTH-302ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH302A: Algebra II	MTH-302AV1-K	\$42	\$16.50	\$210	\$85.00
MTH302A: Algebra II - TX	MTH-302AV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH302AX: Algebra II	MTH-302AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH302B-BL: Algebra II	MTH-302BBLV1-K	\$42	\$16.50	\$210	\$0.00
MTH302B: Algebra II	MTH-302BV1-K	\$42	\$16.50	\$210	\$85.00
MTH302B: Algebra II - TX	MTH-302BV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH302BX: Algebra II	MTH-302BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH303A-BL: Algebra II	MTH-303ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH303A: Algebra II	MTH-303AV1-K	\$42	\$16.50	\$210	\$85.00
MTH303A: Algebra II - TX	MTH-303AV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH303AX: Algebra II	MTH-303AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH303B-BL: Algebra II	MTH-303BBLV1-K	\$42	\$16.50	\$210	\$0.00
MTH303B: Algebra II	MTH-303BV1-K	\$42	\$16.50	\$210	\$85.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/ Student	Materials/Course
MTH303B: Algebra II - TX	MTH-303BV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH303BX: Algebra II	MTH-303BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH304A-BL: Honors Algebra II	MTH-304ABLV1-K	\$42	\$16.50	\$210	\$0.00
MTH304A: Honors Algebra II	MTH-304AV1-K	\$42	\$16.50	\$210	\$85.00
MTH304A: Honors Algebra II - TX	MTH-304AV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH304AX: Honors Algebra II	MTH-304AXV1-K	\$42	\$16.50	\$210	\$0.00
MTH304B-BL: Honors Algebra II	MTH-304BBLV1-K	\$42	\$16.50	\$210	\$0.00
MTH304B: Honors Algebra II	MTH-304BV1-K	\$42	\$16.50	\$210	\$85.00
MTH304B: Honors Algebra II - TX	MTH-304BV1TX-K	\$42	\$16.50	\$210	\$85.00
MTH304BX: Honors Algebra II	MTH-304BXV1-K	\$42	\$16.50	\$210	\$0.00
MTH306A-AVT: Algebra II	MTH-306AV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH306A-AVT-NY: Algebra II	MTH-306AV1NY-AVT	\$42	\$16.50	\$210	\$0.00
MTH306AG: Algebra II	MTH-306AVG1-K	\$42	\$16.50	\$210	\$85.00
MTH306B-AVT: Algebra II	MTH-306BV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH306B-AVT-NY: Algebra II	MTH-306BV1NY-AVT	\$42	\$16.50	\$210	\$0.00
MTH306BG: Algebra II	MTH-306BVG1-K	\$42	\$16.50	\$210	\$85.00
MTH307A: Practical Math	MTH-307AV1-K	\$42	\$16.50	\$210	\$0.00
MTH307B: Practical Math	MTH-307BV1-K	\$42	\$16.50	\$210	\$0.00
MTH322A-AVT: Consumer Math	MTH-322AV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH322B-AVT: Consumer Math	MTH-322BV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH332A-AVT: Integrated Math	MTH-332AV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH332A-AVT-GA: Integrated Math	MTH-332AV1GA-AVT	\$42	\$16.50	\$210	\$0.00
MTH332B-AVT: Integrated Math	MTH-332BV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH332A-AVT-GA: Integrated Math	MTH-332BV1GA-AVT	\$42	\$16.50	\$210	\$0.00
MTH342A-AVT: Accounting	MTH-342AV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH342B-AVT: Accounting	MTH-342BV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH392A-AVT: Mathematics of Personal Finance	MTH-392AV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH392B-AVT: Mathematics of Personal Finance	MTH-392BV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH403A: Pre-Calculus/Trigonometry	MTH-403AV1-A	\$42	\$16.50	\$210	\$0.00
MTH403A: Pre-Calculus/Trigonometry - TX	MTH-403AV1TX-A	\$42	\$16.50	\$210	\$0.00
MTH403B: Pre-Calculus/Trigonometry	MTH-403BV1-A	\$42	\$16.50	\$210	\$0.00
MTH403B: Pre-Calculus/Trigonometry - TX	MTH-403BV1TX-A	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
MTH413-BL: Probability and Statistics	MTH-413BLV1-K	\$42	\$16.50	\$210	\$0.00
MTH413: Probability and Statistics	MTH-413V1-K	\$42	\$16.50	\$210	\$0.00
MTH433A-AVT: Calculus	MTH-433AV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH433B-AVT: Calculus	MTH-433BV1-AVT	\$42	\$16.50	\$210	\$0.00
MTH500A: AP® Calculus AB	MTH-500AV2-K	\$42	\$16.50	\$210	\$0.00
MTH500B: AP® Calculus AB	MTH-500BV2-K	\$42	\$16.50	\$210	\$0.00
MTH510A: AP(R) Statistics	MTH-510AV1-A	\$42	\$16.50	\$210	\$0.00
MTH510B: AP(R) Statistics	MTH-510BV1-A	\$42	\$16.50	\$210	\$0.00
MTH520A: AP® Calculus BC	MTH-520AV2-K	\$42	\$16.50	\$210	\$0.00
MTH520B: AP® Calculus BC	MTH-520BV2-K	\$42	\$16.50	\$210	\$0.00
ORN010: Online Learning	ORN-010V3-K	\$55	\$0.00	\$210	\$0.00
ORN030: Introduction to Online Learning	ORN-030V1-K	\$55	\$0.00	\$210	\$0.00
ORN030S: Introduction to Online Learning	ORN-030VS1-K	\$55	\$0.00	\$210	\$0.00
ORN100: Advisory - Finding Your Path I	ORN-100ADV1-K	\$55	\$0.00	\$210	\$0.00
ORN100: Finding Your Path I	ORN-100V1-K	\$55	\$0.00	\$210	\$0.00
ORN200: Advisory - Finding Your Path II	ORN-200ADV1-K	\$55	\$0.00	\$210	\$0.00
ORN200: Finding Your Path II - IDVA	ORN-200V1ID-K	\$55	\$0.00	\$210	\$0.00
ORN200: Finding Your Path II	ORN-200V1-K	\$55	\$0.00	\$210	\$0.00
ORN300: Advisory - Finding Your Path III	ORN-300ADV1-K	\$55	\$0.00	\$210	\$0.00
ORN300: Finding Your Path III	ORN-300V1-K	\$55	\$0.00	\$210	\$0.00
ORN400: Advisory - Finding Your Path IV	ORN-400ADV1-K	\$55	\$0.00	\$210	\$0.00
ORN400: Finding Your Path IV	ORN-400V1-K	\$55	\$0.00	\$210	\$0.00
ORN400: Finding Your Path IV - WAVA	ORN-400V1WA-K	\$55	\$0.00	\$210	\$0.00
OTH010: Skills for Health	OTH-010V1-A	\$42	\$16.50	\$210	\$0.00
OTH010: Skills for Health - TX	OTH-010V1TX-A	\$42	\$16.50	\$210	\$0.00
OTH016-AVT: Health	OTH-016V1-AVT	\$42	\$16.50	\$210	\$0.00
OTH018-DYN: Fashion Design and Interior Design	OTH-018V1-DYN	\$42	\$16.50	\$210	\$0.00
OTH020A: Physical Education	OTH-020AV1-K	\$42	\$16.50	\$210	\$0.00
OTH020B: Physical Education	OTH-020BV1-K	\$42	\$16.50	\$210	\$0.00
OTH020-AVT: Physical Education	OTH-020V1-AVT	\$42	\$16.50	\$210	\$0.00
OTH026-AVT: Physical Education	OTH-026V1-AVT	\$42	\$16.50	\$210	\$0.00
OTH040: Reaching Your Academic Potential	OTH-040V1-K	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
OTH040: Reaching Your Academic Potential - TX	OTH-040V1TX-K	\$42	\$16.50	\$210	\$0.00
OTH050: Achieving Your Career and College Goals	OTH-050V1-K	\$42	\$16.50	\$210	\$0.00
OTH060-AVT: Family and Consumer Science	OTH-060V1-AVT	\$42	\$16.50	\$210	\$0.00
OTH070-AVT: Drivers Safety	OTH-070V1-AVT	\$42	\$16.50	\$210	\$69.00
OTH080-AVT: Nutrition and Wellness	OTH-080V1-AVT	\$42	\$16.50	\$210	\$0.00
OTH090-AVT: Life Skills	OTH-090V1-AVT	\$42	\$16.50	\$210	\$0.00
OTH091-DYN: Law and Order	OTH-091V1-DYN	\$42	\$16.50	\$210	\$0.00
OTH092-DYN: Health Sciences	OTH-092V1-DYN	\$42	\$16.50	\$210	\$0.00
OTH093-DYN: Introduction to Culinary Arts	OTH-093V1-DYN	\$42	\$16.50	\$210	\$0.00
PRJ010: Service Learning	PRJ-010V1-K	\$42	\$16.50	\$210	\$0.00
Culminating Project-Washington	Q-CPs-HS-QWA09	\$42	\$16.50	\$210	\$0.00
Speech-MN	Q-GRAMCOMPb-HS-QMN10	\$42	\$16.50	\$210	\$0.00
Independent Learning	Q-INDLRN-HS-QMN11	\$55	\$0.00	\$210	\$0.00
Student Online Success-KS	Q-SOSs-HS-QKS11	\$55	\$0.00	\$210	\$0.00
Student Online Success-LA	Q-SOSs-HS-QLA11	\$55	\$0.00	\$210	\$0.00
Student Online Success-MN (HS)	Q-SOSs-HS-QMN11	\$55	\$0.00	\$210	\$0.00
SCI010: Environmental Science	SCI-010V2-K	\$42	\$16.50	\$210	\$0.00
SCI010: Environmental Science - TX	SCI-010V2TX-K	\$42	\$16.50	\$210	\$0.00
SCI030: Forensic Science	SCI-030V1-K	\$42	\$16.50	\$210	\$0.00
SCI102A-BL: Physical Science	SCI-102ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI102A: Physical Science	SCI-102AV1-K	\$42	\$16.50	\$210	\$50.00
SCI102A: Physical Science	SCI-102AV1-K	\$42	\$16.50	\$210	\$225.00
SCI102AX: Physical Science	SCI-102AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI102B-BL: Physical Science	SCI-102BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI102B: Physical Science	SCI-102BV1-K	\$42	\$16.50	\$210	\$275.00
SCI102BX: Physical Science	SCI-102BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI106A-AVT: Physical Science	SCI-106AV1-AVT	\$42	\$16.50	\$210	\$0.00
SCI106AG: Physical Science	SCI-106AVG1-K	\$42	\$16.50	\$210	\$50.00
SCI106B-AVT: Physical Science	SCI-106BV1-AVT	\$42	\$16.50	\$210	\$0.00
SCI106BG: Physical Science	SCI-106BVG1-K	\$42	\$16.50	\$210	\$50.00
SCI112A-BL: Earth Science	SCI-112ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI112A: Earth Science	SCI-112AV1-K	\$42	\$16.50	\$210	\$250.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/ Student	Materials/Course
SCI112AX: Earth Science	SCI-112AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI112B-BL: Earth Science	SCI-112BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI112B: Earth Science	SCI-112BV1-K	\$42	\$16.50	\$210	\$250.00
SCI112BX: Earth Science	SCI-112BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI113A-BL: Earth Science	SCI-113ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI113A: Earth Science	SCI-113AV1-K	\$42	\$16.50	\$210	\$250.00
SCI113AX: Earth Science	SCI-113AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI113B-BL: Earth Science	SCI-113BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI113B: Earth Science	SCI-113BV1-K	\$42	\$16.50	\$210	\$250.00
SCI113BX: Earth Science	SCI-113BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI114A-BL: Honors Earth Science	SCI-114ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI114A: Honors Earth Science	SCI-114AV1-K	\$42	\$16.50	\$210	\$250.00
SCI114AX: Honors Earth Science	SCI-114AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI114B-BL: Honors Earth Science	SCI-114BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI114B: Honors Earth Science	SCI-114BV1-K	\$42	\$16.50	\$210	\$250.00
SCI114BX: Honors Earth Science	SCI-114BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI116A-AVT: Earth Science	SCI-116AV2-AVT	\$42	\$16.50	\$210	\$0.00
SCI116AG: Earth Science	SCI-116AVG1-K	\$42	\$16.50	\$210	\$50.00
SCI116B-AVT: Earth Science	SCI-116BV2-AVT	\$42	\$16.50	\$210	\$0.00
SCI116BG: Earth Science	SCI-116BVG1-K	\$42	\$16.50	\$210	\$50.00
SCI202A-BL: Biology	SCI-202ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI202A: Biology	SCI-202AV1-K	\$42	\$16.50	\$210	\$295.00
SCI202AX-BL: Biology	SCI-202AXBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI202AX: Biology	SCI-202AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI202B-BL: Biology	SCI-202BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI202B: Biology	SCI-202BV1-K	\$42	\$16.50	\$210	\$295.00
SCI202BX: Biology	SCI-202BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI203A-BL: Biology	SCI-203ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI203A: Biology	SCI-203AV1-K	\$42	\$16.50	\$210	\$295.00
SCI203A: Biology - TX	SCI-203AV1TX-K	\$42	\$16.50	\$210	\$295.00
SCI203AX: Biology	SCI-203AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI203B: Biology	SCI-203BV1-K	\$42	\$16.50	\$210	\$295.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
SCI203B: Biology - TX	SCI-203BV1TX-K	\$42	\$16.50	\$210	\$295.00
SCI203BX: Biology	SCI-203BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI204A-BL: Honors Biology	SCI-204ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI204A: Honors Biology	SCI-204AV1-K	\$42	\$16.50	\$210	\$295.00
SCI204A: Honors Biology - TX	SCI-204AV1TX-K	\$42	\$16.50	\$210	\$295.00
SCI204AX: Honors Biology	SCI-204AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI204B-BL: Honors Biology	SCI-204BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI204B: Honors Biology	SCI-204BV1-K	\$42	\$16.50	\$210	\$295.00
SCI204B: Honors Biology - TX	SCI-204BV1TX-K	\$42	\$16.50	\$210	\$295.00
SCI204BX: Honors Biology	SCI-204BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI206A-AVT: Biology	SCI-206AV2-AVT	\$42	\$16.50	\$210	\$0.00
SCI206A-AVT-CA: Biology	SCI-206AV2CA-AVT	\$42	\$16.50	\$210	\$0.00
SCI206AG: Biology	SCI-206AVG1-K	\$42	\$16.50	\$210	\$57.00
SCI206BR-AVT-CA: Biology	SCI-206BV1CA-AVT	\$42	\$16.50	\$210	\$0.00
SCI206B-AVT: Biology	SCI-206BV2-AVT	\$42	\$16.50	\$210	\$0.00
SCI206B-AVT-CA: Biology	SCI-206BV2CA-AVT	\$42	\$16.50	\$210	\$0.00
SCI206BG: Biology	SCI-206BVG1-K	\$42	\$16.50	\$210	\$57.00
SCI302A-BL: Chemistry	SCI-302ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI302A: Chemistry	SCI-302AV1-K	\$42	\$16.50	\$210	\$450.00
SCI302A: Chemistry - TX	SCI-302AV1TX-K	\$42	\$16.50	\$210	\$450.00
SCI302AX: Chemistry	SCI-302AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI302B-BL: Chemistry	SCI-302BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI302B: Chemistry	SCI-302BV1-K	\$42	\$16.50	\$210	\$450.00
SCI302B: Chemistry - TX	SCI-302BV1TX-K	\$42	\$16.50	\$210	\$450.00
SCI302BX: Chemistry	SCI-302BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI303A-BL: Chemistry	SCI-303ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI303A: Chemistry	SCI-303AV1-K	\$42	\$16.50	\$210	\$450.00
SCI303A: Chemistry - TX	SCI-303AV1TX-K	\$42	\$16.50	\$210	\$450.00
SCI303AX: Chemistry	SCI-303AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI303B-BL: Chemistry	SCI-303BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI303B: Chemistry	SCI-303BV1-K	\$42	\$16.50	\$210	\$450.00
SCI303B: Chemistry - TX	SCI-303BV1TX-K	\$42	\$16.50	\$210	\$450.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/ Student	Materials/Course
SCI303BX: Chemistry	SCI-303BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI304A-BL: Honors Chemistry	SCI-304ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI304A: Honors Chemistry	SCI-304AV1-K	\$42	\$16.50	\$210	\$450.00
SCI304A: Honors Chemistry - TX	SCI-304AV1TX-K	\$42	\$16.50	\$210	\$450.00
SCI304AX: Honors Chemistry	SCI-304AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI304B-BL: Honors Chemistry	SCI-304BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI304B: Honors Chemistry	SCI-304BV1-K	\$42	\$16.50	\$210	\$450.00
SCI304B: Honors Chemistry - TX	SCI-304BV1TX-K	\$42	\$16.50	\$210	\$450.00
SCI304BX: Honors Chemistry	SCI-304BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI306A-AVT: Chemistry	SCI-306AV1-AVT	\$42	\$16.50	\$210	\$0.00
SCI306AG: Chemistry	SCI-306AVG1-K	\$42	\$16.50	\$210	\$72.00
SCI306B-AVT: Chemistry	SCI-306BV1-AVT	\$42	\$16.50	\$210	\$0.00
SCI306BG: Chemistry	SCI-306BVG1-K	\$42	\$16.50	\$210	\$72.00
SCI403A-BL: Physics	SCI-403ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI403A: Physics	SCI-403AV1-K	\$42	\$16.50	\$210	\$275.00
SCI403A: Physics - TX	SCI-403AV1TX-K	\$42	\$16.50	\$210	\$275.00
SCI403AX: Physics	SCI-403AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI403B-BL: Physics	SCI-403BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI403B: Physics	SCI-403BV1-K	\$42	\$16.50	\$210	\$275.00
SCI403B: Physics - TX	SCI-403BV1TX-K	\$42	\$16.50	\$210	\$275.00
SCI403BX: Physics	SCI-403BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI404A-BL: Honors Physics	SCI-404ABLV1-K	\$42	\$16.50	\$210	\$0.00
SCI404A: Honors Physics	SCI-404AV1-K	\$42	\$16.50	\$210	\$275.00
SCI404A: Honors Physics - TX	SCI-404AV1TX-K	\$42	\$16.50	\$210	\$275.00
SCI404AX: Honors Physics	SCI-404AXV1-K	\$42	\$16.50	\$210	\$0.00
SCI404B-BL: Honors Physics	SCI-404BBLV1-K	\$42	\$16.50	\$210	\$0.00
SCI404B: Honors Physics	SCI-404BV1-K	\$42	\$16.50	\$210	\$275.00
SCI404B: Honors Physics - TX	SCI-404BV1TX-K	\$42	\$16.50	\$210	\$275.00
SCI404BX: Honors Physics	SCI-404BXV1-K	\$42	\$16.50	\$210	\$0.00
SCI500A: AP® Biology	SCI-500AV2-K	\$42	\$16.50	\$210	\$0.00
SCI500B: AP® Biology	SCI-500BV2-K	\$42	\$16.50	\$210	\$0.00
SCI510A: AP® Chemistry	SCI-510AV2-A	\$42	\$16.50	\$210	\$0.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
SCI510B: AP® Chemistry	SCI-510BV2-A	\$42	\$16.50	\$210	\$0.00
SCI520A: AP(R) Physics B	SCI-520AV1-A	\$42	\$16.50	\$210	\$75.00
SCI520B: AP(R) Physics B	SCI-520BV1-A	\$42	\$16.50	\$210	\$75.00
SCI530A-AVT: AP(R) Environmental Science	SCI-530AV1-AVT	\$42	\$16.50	\$210	\$330.00
SCI530B-AVT: AP(R) Environmental Science	SCI-530BV1-AVT	\$42	\$16.50	\$210	\$330.00
TCH010: Computer Literacy	TCH-010V2-G	\$42	\$16.50	\$210	\$0.00
TCH010: Computer Literacy - TX	TCH-010V2TX-G	\$42	\$16.50	\$210	\$0.00
TCH017: 3D Art 1 - Modeling	TCH-017V1-G	\$42	\$16.50	\$210	\$0.00
TCH018: 3D Art II - Animation	TCH-018V1-G	\$42	\$16.50	\$210	\$0.00
TCH026: Audio Engineering	TCH-026V1-G	\$42	\$16.50	\$210	\$0.00
TCH027: Green Design and Technology	TCH-027V1-G	\$42	\$16.50	\$210	\$0.00
TCH028: Digital Arts I	TCH-028V1-G	\$42	\$16.50	\$210	\$0.00
TCH029: Digital Arts II	TCH-029V1-G	\$42	\$16.50	\$210	\$0.00
TCH030: Image Design and Editing	TCH-030V2-G	\$42	\$16.50	\$210	\$0.00
TCH031-DYN: Digital Photography I	TCH-031V1-DYN	\$42	\$16.50	\$210	\$0.00
TCH032-DYN: Digital Photography II	TCH-032V1-DYN	\$42	\$16.50	\$210	\$0.00
TCH036: Computer Science I	TCH-036V1-G	\$42	\$16.50	\$210	\$0.00
TCH036: Computer Science - TX	TCH-036V1TX-G	\$42	\$16.50	\$210	\$0.00
TCH038: Engineering Design I	TCH-038V1-G	\$42	\$16.50	\$210	\$0.00
TCH040: Web Design	TCH-040V1-G	\$42	\$16.50	\$210	\$0.00
TCH060: C++ Programming	TCH-060V1-G	\$42	\$16.50	\$210	\$0.00
TCH061-AVT: Programming I - VB.NET	TCH-061V1-AVT	\$42	\$16.50	\$210	\$0.00
TCH062-AVT: Programming II - Java	TCH-062V1-AVT	\$42	\$16.50	\$210	\$0.00
TCH070: Game Design	TCH-070V2-G	\$42	\$16.50	\$210	\$0.00
TCH500A-AVT: AP(R) Computer Science A	TCH-500AV1-AVT	\$42	\$16.50	\$210	\$0.00
TCH500B-AVT: AP(R) Computer Science A	TCH-500BV1-AVT	\$42	\$16.50	\$210	\$0.00
WAH100: Washington State History	WAH-100V1-K	\$42	\$16.50	\$210	\$64.00
WLG100A: Spanish I	WLG-100AV1-M	\$42	\$16.50	\$210	\$15.00
WLG100A-MIL: Spanish I	WLG-100AV1-MIL	\$42	\$16.50	\$210	\$15.00
WLG100AR: Spanish I	WLG-100AV1-P	\$42	\$16.50	\$210	\$15.00
WLG100B: Spanish I	WLG-100BV1-M	\$42	\$16.50	\$210	\$15.00
WLG100B-MIL: Spanish I	WLG-100BV1-MIL	\$42	\$16.50	\$210	\$15.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/ Student	Materials/Course
WLG106A-AVT: Spanish I	WLG-106AV1-AVT	\$42	\$16.50	\$210	\$15.00
WLG106A-AVT-NY: Spanish I	WLG-106AV1NY-AVT	\$42	\$16.50	\$210	\$15.00
WLG106B-AVT: Spanish I	WLG-106BV1-AVT	\$42	\$16.50	\$210	\$15.00
WLG106B-AVT-NY: Spanish I	WLG-106BV1NY-AVT	\$42	\$16.50	\$210	\$15.00
WLG110A: French I	WLG-110AV1-M	\$42	\$16.50	\$210	\$45.00
WLG110A-MIL: French I	WLG-110AV1-MIL	\$42	\$16.50	\$210	\$45.00
WLG110B: French I	WLG-110BV1-M	\$42	\$16.50	\$210	\$45.00
WLG110B-MIL: French I	WLG-110BV1-MIL	\$42	\$16.50	\$210	\$45.00
WLG120A: German I	WLG-120AV1-M	\$42	\$16.50	\$210	\$50.00
WLG120B: German I	WLG-120BV1-M	\$42	\$16.50	\$210	\$50.00
WLG130A: Latin I	WLG-130AV1-M	\$42	\$16.50	\$210	\$15.00
WLG130B: Latin I	WLG-130BV1-M	\$42	\$16.50	\$210	\$15.00
WLG140A: Chinese I	WLG-140AV1-M	\$42	\$16.50	\$210	\$25.00
WLG140A-MIL: Chinese I	WLG-140AV1-MIL	\$42	\$16.50	\$210	\$25.00
WLG140B: Chinese I	WLG-140BV1-M	\$42	\$16.50	\$210	\$25.00
WLG140B-MIL: Chinese I	WLG-140BV1-MIL	\$42	\$16.50	\$210	\$25.00
WLG150A-AVT: Japanese I	WLG-150AV1-AVT	\$42	\$16.50	\$210	\$12.00
WLG150B-AVT: Japanese I	WLG-150BV1-AVT	\$42	\$16.50	\$210	\$12.00
WLG200A: Spanish II	WLG-200AV1-M	\$42	\$16.50	\$210	\$15.00
WLG200B: Spanish II	WLG-200BV1-M	\$42	\$16.50	\$210	\$15.00
WLG210A: French II	WLG-210AV1-M	\$42	\$16.50	\$210	\$45.00
WLG210B: French II	WLG-210BV1-M	\$42	\$16.50	\$210	\$45.00
WLG220A: German II	WLG-220AV1-M	\$42	\$16.50	\$210	\$50.00
WLG220B: German II	WLG-220BV1-M	\$42	\$16.50	\$210	\$50.00
WLG230A: Latin II	WLG-230AV1-M	\$42	\$16.50	\$210	\$15.00
WLG230B: Latin II	WLG-230BV1-M	\$42	\$16.50	\$210	\$15.00
WLG240A: Chinese II	WLG-240AV1-M	\$42	\$16.50	\$210	\$25.00
WLG240B: Chinese II	WLG-240BV1-M	\$42	\$16.50	\$210	\$25.00
WLG250A-AVT: Japanese II	WLG-250AV1-AVT	\$42	\$16.50	\$210	\$12.00
WLG250B-AVT: Japanese II	WLG-250BV1-AVT	\$42	\$16.50	\$210	\$12.00
WLG300A: Spanish III	WLG-300AV1-M	\$42	\$16.50	\$210	\$15.00
WLG300B: Spanish III	WLG-300BV1-M	\$42	\$16.50	\$210	\$15.00



K12 Managed Virtual Academy Billing Terms and Price List FY2013 -2014

Version: 1.1

Effective Date: July 1, 2013

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	K12 Provided Teacher/Student	Materials/Course
WLG310A: French III	WLG-310AV1-M	\$42	\$16.50	\$210	\$45.00
WLG310B: French III	WLG-310BV1-M	\$42	\$16.50	\$210	\$45.00
WLG320A-AVT: German III	WLG-320AV1-AVT	\$42	\$16.50	\$210	\$50.00
WLG320B-AVT: German III	WLG-320BV1-AVT	\$42	\$16.50	\$210	\$50.00
WLG400A-AVT: Spanish IV	WLG-400AV1-AVT	\$42	\$16.50	\$210	\$15.00
WLG400B-AVT: Spanish IV	WLG-400BV1-AVT	\$42	\$16.50	\$210	\$15.00
WLG410A-AVT: French IV	WLG-410AV1-AVT	\$42	\$16.50	\$210	\$45.00
WLG410B-AVT: French IV	WLG-410BV1-AVT	\$42	\$16.50	\$210	\$45.00
WLG420A-AVT: German IV	WLG-420AV1-AVT	\$42	\$16.50	\$210	\$50.00
WLG420B-AVT: German IV	WLG-420BV1-AVT	\$42	\$16.50	\$210	\$50.00
WLG500A: AP® Spanish Language and Culture	WLG-500AV1-M	\$42	\$16.50	\$210	\$15.00
WLG500B: AP® Spanish Language and Culture	WLG-500BV1-M	\$42	\$16.50	\$210	\$15.00
WLG510A: AP® French Language and Culture	WLG-510AV1-M	\$42	\$16.50	\$210	\$45.00
WLG510B: AP® French Language and Culture	WLG-510BV1-M	\$42	\$16.50	\$210	\$45.00

*Various courses are material optional based on school discretion.

*Course and Materials are subject to additions or deletions throughout the year based on school requirements and course availability.

Block Scheduling

LMS Upfront	\$ 42.00
LMS Monthly	\$ 16.50
LMS Monthly Block Fee	\$ 11.00
K12 Provided Teacher/Student	\$ 210.00
A+ Courses OneTimeFee/Student	\$ 43.50
Materials/Course	Listed above



**K12 Managed Virtual Academy
Billing Terms and Price List
FY2013 -2014**

Version: 1.1

Effective Date: July 1, 2013

High School Computer Price List

Upfront Desktop - High School	\$	75.00
Monthly Desktop - High School	\$	35.00
Reclamation per computer	\$	125.00
Upfront Laptop	\$	75.00
Monthly Laptop	\$	55.00
Reclamation per computer	\$	125.00

Teacher Price List

Teacher OLS

Account Activated Before 12/31/12 Usage Fee / School Year \$2,195.00
Account Activated On/After 1/1/13: Usage Fee / School Year \$1,100.00

Teacher Materials

K – 8 \$400 per grade

Replacement materials See Component Price List

Study Island/Scantron

Study Island: \$4.50/Student Per Year

Scantron: \$8.50/Student Per Year

ADDITIONAL TABS

(NOT REQUIRED)

**TAB 42 PARTNERSHIP AND SUPPORT LETTERS
(IN SECTION B.6)**

TAB 43 COURSE LISTS

TAB 44 STRONG START

TAB 45 STUDENT CLUBS

TAB 46 ESP EVALUATION TOOL

TAB 47 DRAFT FINANCIAL POLICY

TAB 48 BOARD MINUTES 5.2.12

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K12 Grades 7 - 8 School Course List

English

Intermediate English B
Literary Analysis and Composition

Math

Intermediate Mathematics B
Math 7 - Pre-Algebra
Intermediate Mathematics C
Math 8 – Algebra

Science

Earth Science*
Life Science
Physical Science
Advanced Earth Science*
Advanced Life Science
Advanced Physical Science

History

American History A*
American History B*
Intermediate World History A
Intermediate World History B

Art

Intermediate Art: American A*
Intermediate Art: American B*
Intermediate Art: World A
Intermediate Art: World B

Music

Music Concepts B
Music Appreciation

Orientation

Welcome to Online Learning 6–8

World Languages

Middle School Spanish 1
Middle School Spanish 2
Middle School French 1
Middle School French 2
Middle School German 1
Middle School German 2
Middle School Latin 1
Middle School Latin 2
Middle School Chinese 1
Middle School Chinese 2

*typically grade 6 courses but due to state variances in science and history these courses may be provided in grades 7 - 8.



High School Course List

Core
Comprehensive
Honors
AP®
Remediation
Credit Recovery
Elective

Core
Comprehensive
Honors
AP®
Remediation
Credit Recovery
Elective

ENGLISH

English Foundations I					●	
English Foundations II					●	
Literary Analysis and Composition I	●	●	●			●
Literary Analysis and Composition II	●	●	●			●
American Literature	●	●	●			●
British and World Literature	●	●	●			●
AP English Language and Composition				●		
AP English Literature and Composition				●		
Journalism*						●
Public Speaking*						●
Creative Writing						●
Gothic Literature* (N)						●

MATH

Math Foundations I					●	
Math Foundations II					●	
Consumer Math		●				
Practical Math		●				
Developmental Algebra		●				
Continuing Algebra (N)		●				
Pre-Algebra		●	●			●
Algebra I		●	●	●		●
Integrated Mathematics I (N)	◆	◆				
Geometry		●	●			●
Integrated Mathematics II (N)	◆	◆				
Algebra II		●	●	●		●
Integrated Mathematics III (N)	◆	◆				
Pre-Calculus/Trigonometry		●				
Probability and Statistics*		●				
Calculus		●				
AP Calculus AB				●		
AP Calculus BC				●		
AP Statistics				●		
Personal Finance*						●
Integrated Math						●

SCIENCE

Physical Science (V)		●				●
Earth Science (V)		●	●	●		●
Biology (V)		●	●	●		●
Chemistry (V)		●	●	●		●
Physics (V)			●	●		
AP Biology					●	
AP Chemistry					●	
AP Environmental Science					●	
Environmental Science*						●
Forensic Science* (V)			●			●
Astronomy* (N)						●

HISTORY and SOCIAL SCIENCES

World History	●	●	●			●
Modern World Studies	●	●	●			●
Geography and World Cultures*	●	●	●			●
U.S. History	●	●	●			●
Modern U.S. History	●	●	●			●
U.S. Government and Politics*	●	●				●
U.S. and Global Economics*	●	●				
AP U.S. History				●		
AP U.S. Government and Politics*				●		
AP Macroeconomics*				●		
AP Microeconomics*				●		
AP Psychology*				●		
AP European History				●		
AP World History				●		
Anthropology*						●
Psychology*						●
Economics*						●
Civics*						●
Family and Consumer Science*						●
Contemporary World Issues						●
Sociology						●
Archaeology* (N)						●

WORLD LANGUAGES

Spanish I		●				●
Spanish II		●				
Spanish III		●				
Spanish IV		●				
AP Spanish Language and Culture				●		

WORLD LANGUAGES (CONT.)

French I		●				
French II		●				
French III		●				
French IV		●				
AP French Language and Culture				●		
German I		●				
German II		●				
German III		●				
German IV		●				
Latin I		●				
Latin II		●				
Chinese I		●				
Chinese II		●				
Japanese I		●				
Japanese II		●				

ADDITIONAL ELECTIVES

Fine Art						●
Music Appreciation						●
AP Art History				●		
Service Learning*						●
Skills for Health*					●	
Nutrition and Wellness*						●
Life Skills*						●
Physical Education*					●	
Reaching Your Academic Potential*						●
Achieving Your Career and College Goals*						●
Drivers Safety*						●

CAREER TECHNICAL EDUCATION (CTE) ELECTIVES

Introduction to Entrepreneurship I*						●
Introduction to Entrepreneurship II*						●
Introduction to Marketing I*						●
Introduction to Marketing II*						●
Sports and Entertainment Marketing* (N)						●
Hospitality and Tourism* (N)						●
Accounting						●
Introduction to Culinary Arts* (N)						●
Fashion and Interior Design* (N)						●
Early Childhood Education* (N)						●
Introduction to Health Sciences* (N)						●
Veterinary Science* (N)						●
Introduction to Agriscience* (N)						●
Law and Order* (N)						●
Careers in Criminal Justice* (N)						●
Criminology* (N)						●

TECHNOLOGY and COMPUTER SCIENCE

Computer Literacy*						●
Computer Fundamentals (N)						●
3D Art I—Modeling*						●
3D Art II—Animation*						●
Digital Photography* (N)						●
Image Design and Editing*						●
Web Design*						●
C++ Programming*						●
Programming I—VB.NET*						●
Programming II—Java*						●
Game Design*						●
Audio Engineering*						●
Green Design and Technology*						●
Digital Arts I*						●
Digital Arts II*						●
Computer Science*						●
Engineering Design / CAD*						●
AP Computer Science A				●		

ORIENTATION

Online Learning						
Finding Your Path Series I–IV						

(N) = new course
(V) = includes vLabs (virtual labs)
Course materials will be available in various formats, which may include physical and/or digital materials.

● = course available
◆ = Course satisfies both Core and Comprehensive requirements
All courses, unless otherwise noted, are 2 semesters
* = one-semester course

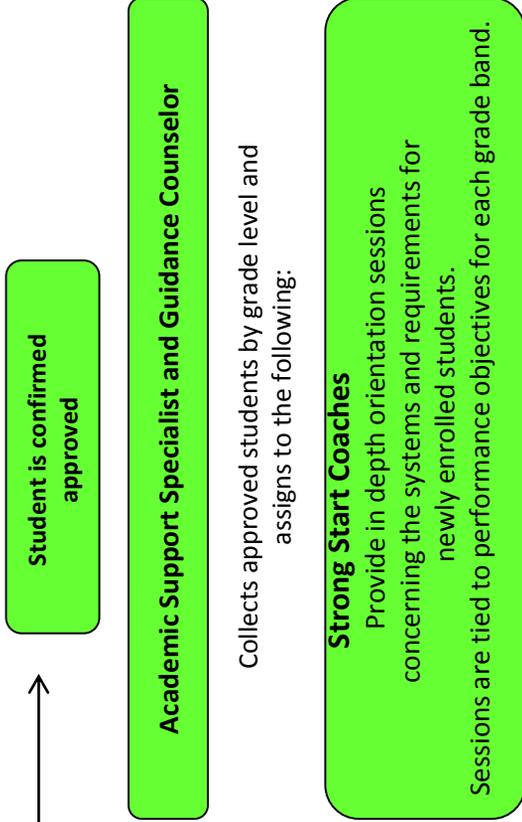
K¹² is approved by the University of California as a provider of "a-g" courses. Nearly 20 of our individual courses have already received approvals and more are now in the approval process. High School student athletes can visit the NCAA website for information on NCAA eligibility and a list of courses. Please use your school code when looking for eligible courses offered by your school (or virtual academy). You can also access these courses by using your school name and state. Additional questions can be directed at your school counselor.

Strong Start Orientation

Enrollment Period is ongoing and continues throughout the school year

Strong Start Orientation

Communications and access to support and social programming :



K12 Enrollment Team

K¹² Enrollment team sends enrollment-approved e-mail to family

Automated welcome e-mail

Strong Start Communication Campaign begins

1. Welcome Mail Piece (includes: letter from Chief Executive Officer, checklists and student ID cards)
2. Helpful tips for how to get connected to support
3. Invitations to join the K12 Parent Network of support
4. Invitations to online Discovery Camps
5. What to expect next

School-based Registrar

Personalized welcome e-mail

Maine Virtual Academy

Performance Objectives

- | Middle School | High School |
|--|--|
| <ul style="list-style-type: none"> • OLS : Demonstrate ability to access OLS and use OLS systems K-mail and Class Connect. Ability to access courses and complete lessons. • Sapphire: Demonstrate ability to access system, locate report cards, monitor progress in grade book and complete assessments • Study Island : Demonstrate ability to access, navigate and completed pathways. • Google Education: Demonstrate ability to access account • Middle School - Teams Website: Demonstrate ability to access, navigate utilize information located on website. • Scantron: Completed math and reading assessments | <ul style="list-style-type: none"> • Scantron Reading & Math • LMS navigation & usage: quizzes discussion dropbox gradebook • OLS navigation & usage • K-mail • Class Connect |

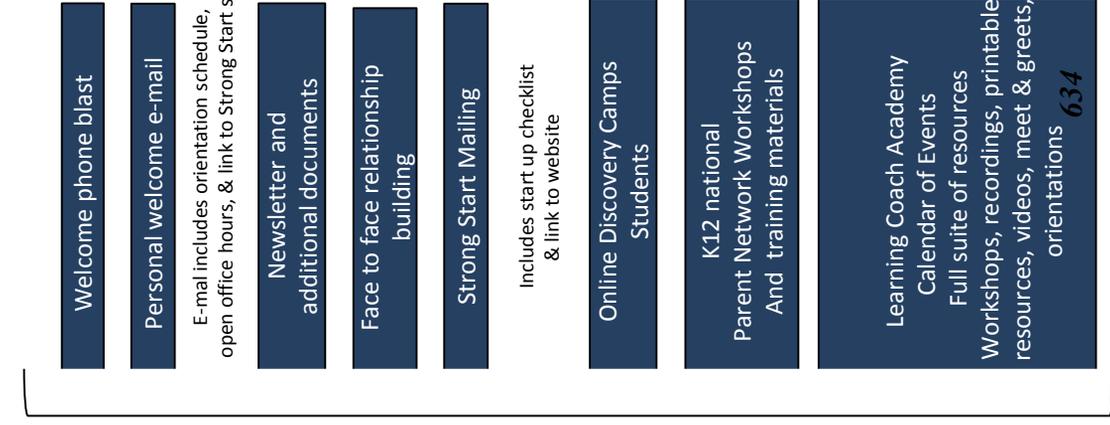
- Welcome phone blast
- Personal welcome e-mail
e-mail includes orientation schedule, office hours, & link to Strong Start site
- Newsletter and additional documents
- Face to face relationship building
- Strong Start Mailing
Includes start up checklist & link to website
- Introduction to Student Clubs
- K12 national Parent Network Workshops And training materials
- Learning Coach Academy
Calendar of Events
Full suite of resources
Workshops, recordings, printable resources, videos, meet & greets, orientations
055

Summer Strong Start

Enrollment Period

Strong Start SUMMER Period
June through August

Communications and access to support and social programming :



K12 Enrollment Team

K¹² Enrollment team sends enrollment-approved e-mail to family

Automated welcome e-mail

Strong Start Communication Campaign begins

1. Welcome Mail Piece (includes: letter from Chief Executive Officer, checklists and student ID cards, Helpful tips for how to get connected to support)
2. Invitations to join the K12 Parent Network of support
3. Invitations to online Discovery Camps
4. What to expect next

School-based Registrar

Personalized welcome e-mail

Student is confirmed approved

Program Manager

Collects approved students, sorts by zip code and assigns to the following:

K8 Summer Mentor

HS Counselors

These two groups are provide with training and support to implement all of the following initiatives:

Mid-august students are assigned to in-year staff members. The relationship is handed over through many lines of communication. Where possible, the staff member is kept the same.

Homeroom Teacher

Family Coach (if applicable)

Registrar

In-year Guidance Counselor

Welcome phone blast

Personal welcome e-mail

E-mail includes orientation schedule, open office hours, & link to Strong Start site

Newsletter and additional documents

Face to face relationship building

Strong Start Mailing

Includes start up checklist & link to website

Online Discovery Camps Students

K12 national Parent Network Workshops And training materials

Learning Coach Academy Calendar of Events Full suite of resources Workshops, recordings, printable resources, videos, meet & greets, orientations 634



K¹² offers a variety of student clubs where like-minded students can share their areas of interest. These clubs are offered typically two times a month, and last one hour. Browse our 2014-2015 club listings below and register for your favorite clubs today!

We encourage students to choose no more than four clubs.

LANGUAGE ARTS & HISTORY

K-2 Story Hour
 K-5 Historical Virtual Field Trips & International Travel
 K-8 Beginner American Sign Language
 3-5 Reading
 3-5 Writing
 6-8 Debate
 6-8 Historical Virtual Field Trips & International Travel
 6-8 Reading
 6-8 Writing
 9-12 Debate
 9-12 Historical Virtual Field Trips & International Travel
 9-12 Model United Nations
 9-12 Reading
 9-12 Writing

FOREIGN LANGUAGE

3-12 Beginner French
 6-12 Advanced Conversational French
 3-12 Beginner German
 6-12 Advanced Conversational German
 3-12 Beginner Spanish
 6-12 Advanced Conversational Spanish

MATH, SCIENCE, & TECHNOLOGY

K-3 Science
 K-3 Spiders, Reptiles & Snails - Oh My!
 K-5 Caring for Animals
 3-8 National Park Rangers
 4-6 Science
 4-6 Spiders, Reptiles & Snails - Oh My!
 4-6 Technology
 4-8 Math
 6-12 Caring for Animals
 6-12 Microsoft® Word & Excel*
 6-12 Oceanography/ Marine Biology
 6-8 Survival Skills
 7-12 Robotics
 7-12 Astronomy
 7-12 Horse
 7-12 Technology
 9-12 Science

COLLEGE & CAREER

9-12 Career Exploration
 9-10 College 101
 11-12 College 101
 9-12 Marketing
 9-12 Entrepreneur Club

ART, MUSIC & DANCE

K-3 Art
 K-5 Music
 K-12 Quilting
 4 - 6 Photography
 4-6 Art
 6-12 Dance
 6-12 Film Makers
 6-8 Getting Crafty
 6-8 Music
 7-12 Art
 7-8 Photography
 9-12 Music
 9-12 Build Your Own Yearbook – Scrapbook Style
 9-12 Guitar
 9-12 Drawing/Sketching/ Graphic Design
 9-12 Photography
 9-12 Fashion
 9-12 Getting Crafty

HOBBIES

K-2 American Girls
 K-2 Lego
 3-12 Beginner Chess
 3-4 American Girls
 3-5 Lego
 5-12 Babysitter
 5-6 American Girls
 6-12 Advanced Chess
 6-8 Lego
 7-12 American Girls
 9-12 Lego

SUCCESS BUILDERS

K-5 Cooking & Eating Right
 6-8 Middle School Menus
 7-12 Yoga
 9-12 Culinary
 9-12 Health & Fitness
 9-12 High School Success
 9-12 Social Justice/ Anti-Bullying Club

IMPACT THE WORLD

K-5 Community Service/Character
 6-8 American Red Cross and CPR
 6-12 Community Service/Character
 9-12 American Red Cross and CPR
 9-12 Model United Nations

*The Microsoft® Word & Excel Club will have sign up deadlines & requires student to already have Microsoft Word & Excel 2010 on their computer to sign up.

Sign up for clubs today! www.k12.com/clubs

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Education Service Provider and Vendor

Evaluation Instrument

Introduction

This tool is to evaluate the effectiveness of any service provider a charter school uses for specific services. By garnering feedback from individuals who utilize or work with the service provider, the service provider can implement the feedback to improve practices and charter schools can ensure they are getting a quality product paid for with taxpayer funds.

The sample provided is for an Education Service Provider (ESP), which is a nonprofit or for-profit full service educational company. Pieces of the sample can be used for specific vendor evaluation. It is essential that the evaluation instrument be closely matched to the contract. If a contract has not been established, this evaluation instrument may also serve to invoke additional provisions in the contract.

Evaluation Process

The designated lead individual ("Lead"), should have authorization either from the charter school governing board or administration to conduct and oversee the evaluation. There may be a variety of individuals involved, based on the type of service provider and the scope of the provider's contract. For example, for a comprehensive service provider, the governing board, administrative staff, teaching staff and others will all evaluate the company.

The evaluation instrument should be established at the same time as the contract. The Lead will identify the main categories for evaluation and ensure that the instrument matches the priorities for the school.

Evaluation should be done at least annually. This may vary according to the needs of the school. For smaller vendor services, evaluation may be every other year.

How the evaluation results are used is also dependent upon the needs of the charter school. An ESP evaluation should be used annually by the governing board to determine the effectiveness of performance. The governing board should debrief results with the ESP's leadership or representatives.

General Contract Compliance

(This section should NOT in any way re-hash what was executed in the performance agreement, rather it is an evaluation of compliance with the agreed-upon terms.)

Files reports to the authorizer and state in a timely manner.	1	2	3	4	N/O
Regularly reports to the governing board.	1	2	3	4	N/O
Ensures compliance with federal and state laws and authorizer policy that have not been waived.	1	2	3	4	N/O
Provides a comprehensive educational program designed to meet the needs of most students.	1	2	3	4	N/O
Selects, evaluates and develops a highly competent lead administrator.	1	2	3	4	N/O
Provides the governing board and authorizer with an annual performance report.	1	2	3	4	N/O
Ensures compliance with governing board policies.	1	2	3	4	N/O
Participates in strategic planning with the governing board.	1	2	3	4	N/O
Maintains regular and effective communication with the governing board.	1	2	3	4	N/O
Ensures legal counsel is used when necessary.	1	2	3	4	N/O
Communicates proposed legislation and other proposed policy changes that are relevant, to the governing board.	1	2	3	4	N/O
Advocates in the policy environment for charter schools, as a whole, and the school, in particular.	1	2	3	4	N/O
Comments:					

Educational Program

The provided curriculum supports Common Core Standards.	1	2	3	4	N/O
Ensures adequate resources are available to instructional staff to support the curriculum.	1	2	3	4	N/O
Provides content that will promote learning for students with varied educational needs.	1	2	3	4	N/O
Maintains parent/student to staff lines of communication effectively.	1	2	3	4	N/O
Incorporates needed revisions to the curriculum based upon feedback from staff and/or parents.	1	2	3	4	N/O
Monitors student academic achievement data and modifies the educational program as needed for continuous improvement.	1	2	3	4	N/O
Ensures each student has needed hardware and software to fully access his/her complete educational program.	1	2	3	4	N/O
Provides opportunities for parents/learning coaches and students to provide feedback on the educational program.	1	2	3	4	N/O
Comments:					

Human Relations

Ensures the school complies with nondiscrimination laws and policies.	1	2	3	4	N/O
Creates the staff handbook for governing board approval.	1	2	3	4	N/O
Coordinates faculty and staff recruitment as needed.	1	2	3	4	N/O
Executes or assists in terminations of personnel (whichever is pertinent) and deals with unemployment claims, COBRA, etc.	1	2	3	4	N/O
Personnel background checks are conducted on all personnel in a timely manner and records properly maintained.	1	2	3	4	N/O
Provides support for or conducts employee evaluations (whichever is pertinent).	1	2	3	4	N/O
Provides for employee goal setting in alignment with the governing board and	1	2	3	4	N/O

school's philosophies.					
Ensures employee benefits are well communicated with staff.	1	2	3	4	N/O
Ensures compliance with federal and state employment policies.	1	2	3	4	N/O
Comments:					

Financial and Operations

Provides monthly financial reports to the governing board.	1	2	3	4	N/O
Annual budget development is timely and accurate.	1	2	3	4	N/O
Budget modifications are made with a fiscally conservative philosophy and are legally compliant with state and federal laws.	1	2	3	4	N/O
Financial records are maintained accurately and are kept up to date.	1	2	3	4	N/O
Corporate records are maintained with accuracy and are available in the school office.	1	2	3	4	N/O
Contracts with, or assists the school in contracting with, third party vendors.	1	2	3	4	N/O
Forecasts out for a period of five years and reports the projected budget at least annually to the governing board.	1	2	3	4	N/O
Administers payroll and provides regular reports.	1	2	3	4	N/O
Processes payments in an accurate and timely manner.	1	2	3	4	N/O
Completes Title program grant documentation and ensures compliance with funding guidelines.	1	2	3	4	N/O
Creates and implements financial policies and procedures as needed.	1	2	3	4	N/O
Provides for or oversees onsite third-party vendors such as custodial services, security, or food services.	1	2	3	4	N/O
Orders supplies and ensures accuracy.					
Maintains a complete inventory and asset list.					
Oversees compliance with liability insurance reporting requirements and communicates effectively with the service provider.					
Comments:					

Student Records and Data

Maintains student records that are compliant with federal and state laws and are available to school personnel, as needed.	1	2	3	4	N/O
Ensures compliance with federal and state laws, including, but not limited to, Special Education, English Language Learner and Colorado Reading Act.	1	2	3	4	N/O
Effectively oversees and manages the state assessment program for the school.	1	2	3	4	N/O
Accurately maintains student academic achievement data, analyzes the data as necessary and regularly communicates with school staff about the data.	1	2	3	4	N/O
Comments:					

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Fiscal Policies and Procedures, School Accounting, Security and Monthly Financial Reporting

TAB 47

Contents

Document Purpose

Overview of Schools receiving K12 services

DRAFT – MEVA FISCAL POLICIES & PROCEDURES

Appendixes:

Appendix A: *School Inputs*

Appendix B:
MEVA Sample Payment Process Documentation

Appendix C:
Month End Check List

Appendix D:
Monthly Financial Pack

Appendix E:
W-9 and Vendor Set-Up Form

Document Purpose

Shared Services provides accounting and financial reporting services for schools receiving services from K12. The level of daily processing support services provided for the schools varies as different business models have developed with the expansion of new schools and programs. This guide intends to provide an overview of the basic accounting, financial reporting and Compliance processes that is then customized for each school's requirements based upon the service agreement and often influenced by the regulations and process requirements of the State in which the school operates.

Other documents that make up this guide are:

- MEVA Fiscal Policies and Procedures
- Sample Payables Process documentation (Appendix A)
- Month End Checklist (Appendix B)
- Monthly Reporting Pack (Appendix C)

Overview of Schools Receiving K12 Services

K12 provides services to some of the schools they contract with. These services include accounting processing and financial reporting, among other school financial functions.

Shared Services Overview

Daily Transaction Processing

The accounting service provided by K12 Shared Services varies by school. In many cases, Shared Services provides all of the daily transaction processing for a school. In some cases a third party (i.e. local accounting firm, host district) provides the daily transaction processing for a school and provides accounting information (in summary or detail) at month end only. In some cases, books are set up to mirror the 3rd party books, in summary or detail, by Shared Services for the purposes of financial reporting.

Regardless of the level of detail that Shared Services maintains, common components are inputs for all schools in terms of revenue recognition, accrual accounting and financial reporting.

Shared Services maintains the accounting and financial reporting for MEVA.

Maine Virtual Academy

FISCAL POLICIES & PROCEDURES

Internal controls are the methods and procedures used to provide reasonable assurance to:

- 1 Safeguard assets
- 2 Ensure validity of financial reports and records
- 3 Promote adherence to policies, procedures, regulations and laws
- 4 Promote effectiveness and efficiency of operations
- 5 Ensure financial systems are secure and backed up as needed.

CONTROL PRINCIPLES

Segregation of Duties: Duties are divided so that no one person has complete control over a key function or activity.

Authorization and Approval: Proposed transactions are authorized when they are consistent with policies, procedures, regulations and laws.

Custodial and Security Arrangements: Responsibility for custody of assets is separated from the related record keeping.

Review and Reconciliation: Records are examined and reconciled to determine that transactions were properly processed and approved.

Physical Controls: Equipment, inventories, and other assets are secured physically, counted periodically and compared with amounts shown on control records.

Board: Where referred to in this policy board refers to the Maine Learning Innovations' Board of Directors

INTERNAL CONTROL PRACTICES

Banking – Dependent on Board Approval

Authorization and Approval:

- Board Authorizes the opening of a bank account
- Bank Signatory Authority – the Chief Executive Officer- CEO and the Chief Financial Officer - CFO (or Board Member where applicable) are the signatory/agents for all MEVA bank accounts. Two signatures are required for expenditures > \$5,000.
- The cash balance may not be reduced below zero.

- Checks outstanding and unpaid for a period of two or more years shall be declared void, included as receipts and removed from the outstanding check listing.
- Any adjustments to cash, such as the write-off of old outstanding checks, must be approved by the CEO or CFO and included in the monthly financial report to the board.
- Check signers will be reviewed twice annually for updates/changes
- Should the relationship change with an authorized signer, banking documents will be updated immediately.
- Debit cards are no longer allowed to be obtained

Segregation of Duties:

- Bank Reconciliations
 - The CEO opens the monthly bank statements and reviews the activity. Prior to sending a copy to Shared Services, the CEO dates the statement to indicate that it has been reviewed. If the CEO has questions or would like to see more detail on any of the transactions, the CEO indicates his request on the statement.
 - Shared Services follows up on any questions the CEO may have and performs the monthly bank reconciliation. The bank reconciliation must include the beginning cash balance, a listing of all cleared checks/payments and deposits/credits, a listing of all un-cleared checks/payments and deposits/credits and the ending cash balance.

Review and Reconciliation:

- Bank Reconciliations
 - The CEO and Board Treasurer review and approve the bank reconciliations prepared by Shared Services prior to the board adopting the bank reconciliation resolution. As part of the review, the CEO and Board Treasurer should note that check sequence was maintained from the prior month. It is per the Board's recommendation to be included in this part of the process.

Revenue

Segregation of Duties:

- Direct Deposits: The deposits related to state student funding and federal grants will automatically be deposited into the Maine Virtual Academy bank accounts. The CFO will send a copy of all backup documentation for these direct deposits to Shared Services for posting.
- Other Deposits: The Administrative Assistant will open all mail and keep a ledger of all checks and cash received for the Academy and forward to Shared Services to reconcile to the actual deposits made per the bank reconciliation. Any deposits in the form of cash or check will be deposited into the Maine Virtual Academy bank account by the CFO or CEO. The CFO will send a copy of all backup documentation for these deposits to Shared Services for posting.

Custodial and Security Arrangements:

- All cash and checks are kept in a fireproof safe until deposited. Deposits will be made no later than the business day following the receipt of funds and in the same form in which the funds were received.
- Any compensation, premium, bonus or product earned as a result of the purchase of goods or services by the school becomes the property of the school.

Review and Reconciliation:

- The Administrative Assistant will issue a receipt immediately upon receipt of cash or checks.
- The CFO and Shared Services will reconcile the revenue accounts on a monthly basis to ensure that all deposits were recorded correctly. The deposit ticket or attached documentation must provide a detailed listing of the deposit, which includes at a minimum, check numbers and the corresponding names of the payers.
- The CFO will maintain a listing of open accounts receivable. The listing will be reviewed and reconciled monthly. Any delinquent receivables should be reviewed and investigated. Any write-offs must be approved by the Board.
- The CEO will approve the revenue as a part of the monthly financial closing process.

Expenditures

Authorization and Approval:

- The CEO and CFO are approved by the Board to approve and make expenditures on behalf of the Maine Virtual Academy for the following purposes: insurance coverage as required to comply with Maine Virtual Academy agreements; payroll expenses and payroll taxes or other required taxes; and for any payment required to comply with any agreement approved by the Board of the Maine Virtual Academy, including sponsor-oversight fees and management/technology fees. Further, the Board has authorized the CEO in conjunction with the CFO to approve and make expenditures for all Maine Virtual Academy operational needs up to \$10,000. Any expenditure of greater than \$10,000 that does not meet the requirements defined in the previous paragraph will require Board approval in advance of payment.
- All purchase requisitions should be approved by the CEO or CFO if under \$5,000. All purchase requisitions > \$5,000 should be approved by the CEO and CFO.
- The School shall get three quotes for purchases > \$10,000. For the purchase of any item or group of items in a single transaction where the purchase price exceeds the limits imposed by Maine law, the Academy shall require at least three competitive bids and approval of the purchase by its Board. All service contracts should be supported by a current written contract.
- Loans to employees and Board members are prohibited.
- Compensation and any other payments for goods and services should not be paid in advance of receipt of goods or services.
- All invoices must be paid in a timely manner and within 30 days when possible. The School may not pay finance fees for late payment.
- For payment to be processed, there should be a fully itemized invoice. The invoice should be approved by the appropriate person as itemized below and matched to a purchase

requisition, if required. Once approved, scan a copy of document for payment and send to the Shared Services Sr. Accountant assigned to the school.

Segregation of Duties:

The Shared Services Sr. Accountant creates all checks and records the payment, but does not have signatory authority. Checks are generated only against approved expenses. If an invoice is presented for payment without approval or general ledger coding, it is returned.

- Payroll and benefits
 - Payroll and benefits are administered with the assistance of the CFO and the K12 Payroll Manager. Payroll is run twice per month and some bi-weekly.
 - A Master Salary spreadsheet is maintained by the CFO. New hires, salary changes and terminations are all updated based on approved Board information.
 - A payroll spreadsheet is generated by the CFO to capture all changes in payroll information from payday to payday, such as new hires, terms, changes, bonuses, hourly employee hours if applicable, etc. Once completed, the CFO forwards the payroll spreadsheet to the K12 Payroll Manager and Shared Services for approval and any appropriate re-classification required.

- Academy Expense Reports
 - The CFO receives invoices, reviews them to make sure they are in compliance with the board approved Travel and General Expenses policy, in accordance with federal or state requirements if applicable and for complete backup documentation. Once reviewed and approved by the CFO, copies of the invoices and any backup documents are sent to Shared Services for check writing.
 - Shared Services writes the checks and send them back to the school. The CEO reviews all supporting documentation, signs the checks, stamps the invoice paid to prevent paying the same invoice twice and forwards them to the CFO. The CFO photocopies the signed checks and files them with their respective invoices.
 - The CEO must approve the CFO expense reports and the Regional Vice President must approve the CEO expense reports.
 - If the CFO isn't available to approve the invoices, the CEO can approve invoices.

- K12 Invoices
 - Management and technology fees
 - Management and technology fee invoices are reviewed by the CEO and CFO to make sure that they are in compliance with the Board approved management agreement. Currently, management fees are 8% and technology fees are 7% of federal and state student revenue and grants. Once approved by the CEO and CFO, the invoices are forwarded to Shared Services for check processing.
 - Student computer, On-line School (OLS) invoices and materials invoices are reviewed against student records and approved by the CFO. In addition, the Board Treasurer and CEO must approve all student invoices prior to forwarding to Shared Services for check processing.

- Internet Service Provider (ISP) payments
 - The CFO processes ISP payments twice a year. Payments are processed in February for September through January services and in July for February through June services.
 - The CFO downloads student and family information and completes a payment report based on approved enrollment dates and withdrawal dates, as well as free and reduced lunch eligibility status. . Payments are pro-rated if students have not been enrolled during the entire service period. Students are reimbursed at the current approved rate.
 - The CEO reviews and approves the payment document prior to sending to Shared Services for check cutting, signing and mailing to the families designated on the approved listing.

- Other
 - Grant purchases and other one-time purchases
 - Purchase requisitions should be completed for all grant purchases and other one-time purchases. All purchase requisitions should show the amount of the purchase, if known, or, if not known, an estimate should be made. Prior to approving grant expenditures, the CEO and CFO must be certain that the expenditures are in accordance with federal or state requirements. Approvals must be secured.
 - Prior to purchase. Quotes and/or other backup information should be attached to the purchase requisition. Items requiring purchase requisitions include but are not limited to the following: technology purchases such as computers, printers and software, fixed assets, furniture and equipment such as file cabinets, memberships and training or professional development costs.
 - All technology purchases should be approved by the Regional Technology Manager and either the CEO or CFO.
 - All special education provider payments should be approved by the CFO.
 - Checks are never written to “Cash”.

 - General operating expenses
 - Normal monthly operating expenses, such as utilities, rent (the lease is the support document) and phone invoices should be approved by the CEO or CFO prior to submitting to Shared Services for check processing.

Review and Reconciliation:

- In the event of overpayment to a vendor, a refund should be collected.
- The Sr. Accountant reconciles the payroll register to the general ledger on a monthly basis.
- All Balance Sheet accounts will be reconciled by Shared Services.

Fixed Assets & Inventory

Physical Controls:

- An annual inventory must be performed by the K12 Regional Technology Manager. The physical inventory must be performed for all capitalized items, as well as, all computers that do not meet the capitalization threshold. The inventory is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset or inventory records.
- All fixed assets are tagged with a Maine Virtual Academy fixed asset tag.

Review and Reconciliation:

- A fixed assets schedule must be maintained by the CFO according to the Fixed Asset Policy. The fixed asset schedule should be updated monthly to include new purchases, retirements or transfers of assets. The CFO should also reconcile the fixed asset schedule to the accounting records as part of the month-end financial reporting process.
- If an asset relates to a grant, the fixed asset tag must indicate the specific grant funds used to purchase the asset.

Segregation of Duties:

- Once the annual physical inventory is conducted by the K12 Regional Technology Manager, the CFO should review and approve the results. As part of the reconciliation, the CFO should compare the physical inventory to both the accounting books and the fixed asset schedule.
- The CEO must be contacted immediately if there is concern that assets may be missing.
- All fixed assets and inventory are secured in a safe location.

Accounting, Budgetary Control & Financial Closing

Review and Reconciliation:

- The Maine Virtual Academy uses the accrual basis of accounting.
- Fund accounting is used to account for the financial activities of the Academy.
- The Academy uses the MEVA Chart of Accounts
- Budgets are prepared annually by the CFO in consultation with K12 based on estimates of revenues and expenses. The annual budget is reviewed and approved by the Board no later than May 15th each year.
- A financial reporting package is compiled by Shared Services on a monthly basis and forwarded to the CEO and K12 finance group by the 10th business day after the end of each month. The financial reporting package will include at a minimum the monthly bank reconciliation with supporting detail, unaudited financial statements, any journal entries made with supporting detail and the general ledger transaction detail (revenue and expenditures) by fund. The K12 finance group then compiles a budget to actual report and forwards the report, along with any questions to the Regional Finance group. Once all variances are reviewed and reconciled and no later than the 15th business day after the month end, the budget to actual report is approved by the CEO. The most recent budget to actual report is shared with the Board at each board meeting. Written explanations of any overages greater than 5% must be investigated and included in the report.

Segregation of Duties:

- The monthly financial close is performed by Shared Services. Shared Services provides the first draft of the monthly financial packet to the CEO for review and approval. Once the reports are reviewed and approved by the CEO, Shared Services makes final adjustments, if needed, and issues the final financial reports to the CEO and K12 finance. K12 finance compiles the budget to actual report which is reviewed and approved by the CEO. Financials are provided to the Board at each board meeting.
- Financial pack approvals are performed by the CEO and the approval is sent to the CFO responsible for the school and saved. The approval is to have the following statement:

*Attached please find your **Maine Virtual Academy Financial Pack for Month/Year.***

Please note and act upon the important request below to review and acknowledge acceptance of the monthly reports.

Attached are the following:

- *GL transaction level details for the month– please take time to review and let me know of any questions / concerns / issues. Things to be looking for include posting to what you believe to be an incorrect account, posting of an expense you do not recall being approved for payment, missing expenses, correct Fund, etc.*
- *Preliminary **MONTH Actual** results in the budget model format*
- *A listing of those entries affecting the financials for the quarter (broken out on tabs by month) outside of normal vendor invoices (general journal entries) - please take a few moments to review the memo line for each and let me know of any issues / concerns / questions regarding the basis for the entries.*
- *A preliminary Balance Sheet at **MONTH/DAY/YEAR***
- *Bank reconciliation for **MONTH** and correlating Key Bank Statement.*

*In connection with our SOX compliance efforts for the fiscal year, you are being asked to acknowledge the **TRANSACTION LEVEL DETAIL BY ACCOUNT REPORT, JOURNAL ENTRY POSTING and BANK RECONCILIATION** have been reviewed and are acceptable. Please do so via email.*

State Reporting and Annual Audit

Review and Reconciliation:

- An annual audit will be performed by an independent external auditing firm. The Board Treasurer will be involved in the audit entrance and exit meetings. The final audit report

Will be shared with the Charter Sponsor and all government agencies required by law. The external auditing firm will be approved by the Board.

Annual Review of Fiscal Policies and Procedures

Review and Reconciliation:

- The CEO and CFO will monitor changes in authoritative guidance and regulations and make changes to the Academy's fiscal policies and procedures as necessary.
- The Maine Virtual Academy Fiscal Policies and Procedures will be reviewed and updated by the Board annually.

FIXED ASSET POLICY

The Maine Virtual Academy is required to establish a fixed asset accounting system that will contain sufficient data to permit:

- The preparation of fiscal yearend financial statements in accordance with Generally Accepted Accounting Principles (GAAP)
- Adequate insurance coverage
- Control, accountability and security

Criteria for Fixed Asset Capitalization:

- The asset has a useful life of one (1) year or more
- The cost of the asset is greater than \$1,000.00

Valuation:

Fixed assets are to be valued at historical cost.

Donated fixed assets shall be valued at the donor's estimated fair market value at the time of gifting.

Depreciation:

Assets will be depreciated using straight-line depreciation. Estimated life for fixed assets shall follow IRS guidelines.

Classifications:

Fixed assets shall be classified as follows:

- Furniture
- Equipment
- Transportation
- Software
- Structures and improvements
- Land
- Improvements other than buildings
- Construction in progress

Information:

The following information shall be maintained for all fixed assets:

- Description
- Asset classification
- Location
- Purchase price
- Vendor
- Date purchased or leased
- Accumulated depreciation
- Method and reason of disposal, if applicable

Fixed Asset Disposal:

Any fixed asset with a fair market value greater than or equal to \$5,000 must be approved by the Board prior to retirement. When equipment has been purchased with Federal or State grant funds, grant rules and regulations must be adhered to.

For assets purchased with a fair market value of less than \$5,000, the CFO and CEO need to approve prior to retirement. The Fixed Asset Inventory will then be updated to include reason for retirement and date of write-off.

Examples of reasons for retirement:

- Asset is damaged beyond repair.
- Asset is damaged and the cost to repair it exceeds the current fair market value.
- Asset is not able to support current technology needs.

When appropriate and when an asset is damaged beyond repair or when an asset is damaged and the cost to repair it exceeds the fair market value, the asset is then stripped of useful components and stored as ready service spares for other assets.

Technology Systems

Physical security over technology equipment, peripherals and media

In order to ensure the overall performance of the technology systems, the equipment must be protected from harm, abuse, misuse, and pilfering.

- Rooms or areas that house servers will be secured either by electronic door entry systems (card swipes or proximity cards) or by mechanical means (locks). Access to these areas should be restricted to authorized personnel only.
 - a. Keys or cards that allow access to the areas should be limited in number and accounted for regularly.
 - b. Review of the personnel who has access to these areas should be reviewed several times a year.
- Rooms or areas that house large amounts of computer or technology equipment (including server rooms, switch closets and computer labs) should have environmental

controls to ensure the proper heating, cooling, ventilation, and dehumidification is provided. Environmental controls should be monitored with a system to report environmental alarms.

- All computer and technology equipment should be tagged and inventoried. Annually the equipment should be physically verified against the inventory log for existence and location verification.
 - c. Verification should be made periodically to ensure that equipment is still located where the inventory record states. When equipment is moved, the inventory record should be updated.
 - d. Laptops and other portable pieces of equipment should be accounted for periodically by requiring the users to provide the piece for physical inspection.
 - e. Software can be used to track inventory of computer-based assets. Updates of software should be made on a regular basis.
 - f. Inventory should be kept of computer related parts, supplies, consumables, and peripherals.
 - g. School should track cost of replacement on all technology equipment valued above \$500.
- Cables and other locking mechanisms should be utilized when appropriate to secure individual pieces of equipment.
- A master set of user manuals should be maintained and secured to ensure continuity of operations should other versions be destroyed. A master set of manuals should be held in another area, building, in a fire-rated cabinet or scanned and stored electronically in multiple locations
- Media, such as disks, tape and other output should be protected in locked areas or cabinets. Media that is utilized for back-up of information, applications or systems should be held in another area, building or in a fire-rated cabinet. Aging media should be transferred to a current technology.

Security over Data – Passwords and User Accounts

In order to ensure the overall performance of the school via its technology systems and data:

- Password protection should be utilized for all network logons. Individual applications should also require users to have passwords.
 - Users should be reminded not share or write down passwords
 - Passwords should be “hardened” passwords and should be at least eight digits long, requiring upper and lower cases, numbers, and special characters. Passwords should not be “real” words or names of family, friends, pets, etc.
 - Passwords for network access should be forced to be changed periodically
 - Passwords for applications should be changed periodically.
 - Passwords should be user generated and not stored whenever possible, with only reset ability housed at the technology department level
 - Passwords should not be repeated for network access and application access, particularly the student information system.
- User accounts should only be made for network access and individual application access as required for the completion of the staff duties or learning opportunities for students.

- No user profiles should be created, changed or deleted without proper authorization. This should include a written (or electronic) request form that is authorized by central administration. This authorization should include the name of the individual, the applications and network services to be granted access to and the level of security in each.
- Systems that employ automatic account/password creation should be monitored regularly to ensure software functionality.
- Access to school wide public folders should be restricted based on user role.

Systems Software and Applications Authorized for Use in the School

The number, type and scope of individual applications should be monitored to maximize the efficiency of the technology while not creating an overly complex environment.

- Purchase and use of new applications, including those that are web hosted and not actually owned by the school should require approval of the CEO. Among considerations should be any licensing issues, purpose of application, and compatibility of the new application with the current infrastructure. The need to expand the infrastructure as a result of the new application (for example, video sharing software may need additional storage).
 - Before new applications are purchased, there should be a determination of the needs of the school, a review of available solutions, a compatibility test with existing infrastructure and a determination of the needs satisfied by the application.
 - Before implementation of new applications, timelines and deliverables should be established. The deliverables would include what is expected of the application and the time frame for each.
 - Before installation of new applications, back-up of systems should be done in case of incompatibility and adverse reactions to the new software. Baseline information should be held.
 - Hardware requirements for the new application should be identified and purchased well in advance of installation of new applications, if needed. This allows for the proper testing of the new hardware.
- For existing applications and systems software, a listing should be created and maintained and submitted by the technology department for periodic review by central administration. The list should include:
 - Hardware utilized, including name of server or location of software or application
 - Summarized description of user

Appendix A

School Inputs

Revenue - Accounts Receivable/Deferred Revenue

- State Unrestricted
- State Restricted
- Federal

School Payables

- K12 Expenses
 - OLS/Curriculum
 - Materials
 - Computers
 - Administrative & Technology Fees
 - Teachers
 - Pass-thru expenses
- Payroll / Benefits / Retirement
 - Payroll servicers
 1. UltiPro (K12)
 2. Insperity
 3. ADP
 - Retirement
 - Bonuses
- Employee Expense Reimbursement
 - Teacher
 - K12 Administration
- Vendor Payables
 - W9s
 - Rent – Deferred Rent
 - SPED and contract providers
 - Telecommunications
 - Facility related
 - Credit Cards
 - Testing
 - School Events
 - Computer Expenses
 1. Teacher Laptops
 2. Computer
- ISP Payments to families

Month End Close

- Inputs
 - School Payables
 - Forecast
 - K12 Bills
- Month end journal entries and accruals

- Payroll Related
- Forecast Related
 1. General Fund Revenue accruals
 2. Revenue based Expenses – fees
 - Administrative Fees – K12
 - Technology Fees – K12
 - Oversight Fees – Authorizer
 3. Sample Expenses
 - Teacher Bonus
 - ISP
 - Rent/Insurance/Others
- Amortization & Depreciation
 1. Fixed Assets
 2. Deferred Rent
 3. Prepaid Expenses (Insurance, Legal, K12)
- Restricted Funding Revenue Recognition
- Balance Sheet Reconciliations
 - Bank Account Reconciliations
 1. Manual Checks
 2. Credit Cards
 - K12 Prepaid Expenses
 - Prepaid Expenses
 - Other Receivables
 - Fixed Assets
 - Accounts Receivable
 - Deferred Revenue
 - Restricted Funds Analysis
 - Deferred Rent
 - Other Accrued Liabilities
 - Accounts Payable
 1. Unpaid K12 Invoice

Monthly Financial Pack

- What is in it
 1. Actuals in Budget Format
 - “Tyler Technologies Inc.’s Infinite Visions financial software” accounts mapped to Line Items
 2. Bank Reconciliation
 3. Transaction Detail by Account
 4. Journal Entry Posting
 5. Others
 - Restricted Fund Spend
 - K12 Unpaid Bills and Recommended Payment
- Who should receive
- Approvals - SOX
- See Appendix C

- o Supplemental and Board Reporting

Sample Checklist of School Accounting Inputs

Sample Monthly Close Process Checklist

DRAFT

Appendix B

School Payment Process Documentation

Process Developed by Shared Services Intended Document Users: CFO and CEO

Summary of Payment Processes

Vendor Invoices Payment Processing

- Vendor invoices received by the School should be reviewed and approved by CEO
 - *Date stamp when received by person opening mail/ printing email.*
 - *CEO/CFO Initials and dates when reviewed and approved.*
 - *Keep “open” unpaid bills in a file to send weekly (timing differently as needed) for payment processing.*
 - *Once approved invoices are sent for payment – move to Payment Pending File to be matched when checks are received.*

- Ultimately, all original Invoice and Supporting Documentation and check stubs are to be maintained in files by vendor at the School office for audit purposes.

- NEW Vendors: For all Vendors that are not a governmental entity or corporation, a W-9 should be completed by the vendor and sent with their first bill for payment processing (School will usually need to initiate this). This will provide their Tax ID needed for IRS reporting at calendar year end. A blank W9 will be sent to you to use to forward to new vendors. Once the W-9 is received by the Sr. Accountant responsible for completing the Vendor Set-up Form required to set- up the vendor in the accounting system (Appendix E).

- Sending Approved Vendor invoices to Shared Services for payment processing:
 - Enter the amount approved for each invoice, date, Description (nature of expense), approved amount, and date submitted on the Vendor Invoice Template
 - Scan a copy of all vendor invoices being sent in a batch (each initialed by CEO or some other notation indicating CEO has reviewed and approved the invoice and the GL/Fund coding). *The supporting documentation (for example: all the pages of the phone bill) does not need to be sent, as it has been reviewed and approved by the CEO. Shared Services will use the information on the Invoice Cover Page to enter into the Financial System. If the invoice cover page does not include all the needed information to code the expense to the correct accounts then the supporting invoice pages should be sent.*
 - Email the scan file of all approved and GL/Fund coded invoices and the vendor Invoice Summary Template to [Sr.](#) Accountant responsible for processing. If you cannot scan and email, then fax the copies of the expense reports to the assigned

Sr. Accountant for that school and Email the template.

- Shared Services will enter all the approved and GL/Fund coded invoices and classify expenses based on the description provided on the Summary Template and invoice. The invoices will be matched to totals on the Summary template for control totals. Questions may be asked of the CEO or CFO during processing to ensure expenses and amounts are correct. This is a control point to avoid duplicate payments or check for missing invoices.
- A check register (Listing of all checks issued showing bills being paid) will be emailed to the school with notification of when to expect checks (checks may be signed in Herndon if there is a signer at Corporate HQ). Checks are issued in alphabetical order in order to match the sorted template.
- Checks with copy of support will be sent via FedEx to School so payments can be mailed/ signed from the school. The package sent would typically be clipped together and be in the following order:
 - o Vendor Summary Template for the Batch,
 - o Transmittal emails that show approval for payment,
 - o Other emails related to batch,
 - o Check #101,
 - o Vendor Invoice paid by check #101,
 - o Check #102,
 - o Vendor Invoice paid by check #102, etc.
- The receipt and review of the Check register, the Checks and the Vendor Invoice is an important point of control check for CEO/CFO. Review that the proper amounts have been paid and expenses correctly classified by comparing the 3 documents (Check Register, Check, Expense Report/Invoice).
 - o The check is printed in a 3-part form:
 - The top 1/3 part is the actual check,
 - The middle part is a transmittal copy that goes to the Payee (vendor) that shows the specific invoices being paid by the check and includes the check number and dollar amount of check.
 - The bottom part is a duplicate of the middle part and is the School's copy of the transmittal document. This should be detached from the top 2/3s and matched and attached to the original vendor invoice and then filed in the School's files by vendor/employee.
- Once reviewed and matched checks can be mailed to vendors from the school.

Employee Expense Reports Payment Processing

- Expense reports are submitted for approval to CEO with all supporting receipts and documentation.
 - o Expenses should be submitted monthly by employees (K12 policy is to submit all expenses no more than 60 days from date of expense).
 - o Schools have found it effective to set a “due date” to all staff to keep expenses submitted in a timely manner. A date such as the 20th of the month allows time for approval at the school and then submission by month end to Shared Services allows time to include in month end reporting.
 - o When staff have had significant travel expenses and need reimbursement sooner, expense reports can be submitted earlier as well.

- CEO reviews and approves as evidenced by signature on expense report. Review for validity of charges compared to receipts/documentation and also for expense type (ex. ISP, Phone, Travel, PD). If the employee has not provided all the documentation, the CEO should obtain before signing approval.

- All original Expense Reports and Supporting Documentation should be maintained in files by employee at Maine Virtual Academy office.

- Sending Approved Expense Reports to Shared Services for payment processing:
 - o Enter the amount approved for each employee and date of expense report and date submitted on the Employee Expense Report Summary Template
 - o Scan a copy of the Expense Report Cover Sheet signed by employee and CEO for each employee’s expense report being submitted for payment in a batch. *The supporting documentation does not need to be sent, as it has been reviewed and approved by the CEO. Shared Services will use the information on the Employee Expense Report to enter into the Financial System, so the expense report should be matched to receipts to make sure expenses are properly classified during CEO review.*
 - o Email the scan file of approved expense reports and the Expense Report Summary Template to the Sr. Accountant responsible for the school for processing. Email should state something such as “*Attached are the copies of August Employee Expense reports and summary file approved for payment August 25th totaling \$xxx.*”
 - If you cannot scan and email, then fax the copies of the expense reports to the Sr. Accountant responsible for the school and Email the template.

- Shared Services will enter all the approved and GL/Fund coded expense reports and match to totals on the Summary template for control totals. Questions may be asked of the CEO or CFO during processing to ensure expenses and amounts are correct.

- A check register (Listing of all checks issued showing bills/expenses being paid) will be emailed to the school with notification of when to expect checks (checks may be signed in Herndon if there is a signer at Corporate HQ). Checks are issued in alphabetical order in order to match the sorted template.

- Checks with copy of support will be sent via FedEx to School so payments can be mailed from the school.
 - o The receipt and review of the Check register, the Checks and the Expense Report/Vendor Invoice is an important point of control check for CEO/CFO. Review that the proper amounts have been paid and expenses correctly classified by comparing the 3 documents (Check Register, Check, Expense Report/Invoice).
 - o The check is printed in a 3-part form:
 - The top 1/3 part is the actual check,
 - The middle part is a transmittal copy that goes to the Payee (employee) that shows the “Invoices/Expense Reports” being paid by this check and includes the check number and \$ amount of check.
 - The bottom part is a duplicate of the middle part and is the School’s copy of the transmittal document. This should be detached from the top 2/3s and matched and attached to the original expense report(s) and then filed in the School’s files by vendor/employee.

- Once reviewed and matched checks can be mailed / delivered in person to employees.

Appendix C

Month End Check List for Schools

Monthly Financial Reporting Checklist-“Tyler Technologies Inc.’s Infinite Visions financial software”

Tasks	Month		
	MEVA		
Throughout month receive and pay invoices			
Throughout month receive and pay staff expenses			
Receive summary of Debit Card transactions from Wells Fargo and receipts. Record as AP and summarize in Excel incl. Fund classification. Send file to CEO/Regional Finance for Fund Classification review and approval to pay.			
Receive Payroll Reports from Administaff for 2 payrolls. Record as AP and then payment as DD			
On the business day following payroll, perform online payment for Retirement withholding and Employer Match. Record entries in QB thru Vendor AP and DD payment			
Enter deposits from school throughout month – Monthly allotment deposited on last business day of month.			
Pay K12 invoices as directed by Board			
Month-end			
Journal entries to record depreciation per Capitalized Asset Schedule			
Record JEs for Deferred Rent per Schedule			
Record journal for ISP checks that cleared in the month.			
Reconcile and Review Prepaid Expenses & record expenses as needed (Rent, Insurance, Travel & other per 13720)			
Perform Bank reconciliation, record additional entries as required			
Delete last few rows of Bank Rec			
Receive Monthly K12 invoices			
Receive Monthly K12 invoices - M&T			
Enter K12 invoices into K12 Matrix for Acct 13710 (Prepays)			
Record JE to amortize Upfront OLS and Computers, re-classing from 13710			
Enter K12 invoices into AP			
Enter K12 invoices into AP - M&T			
Run "Unpaid Bills Detail" report for K12 vendors and send to Billing to confirm AR-AP balance reconciles.			
Send AP-AR balance to Billing			
Confirm AP-AR balance with Billing			
Record Revenue for K-12 based on monthly forecast			

JEs to accrue Management Fee			
JE to accrue Tech fee			
JE to accrue Oversight fee			
JE to accrue ISP			
JEs to accrue Teacher Bonus based on Forecast			
Reconcile Balance Sheet Subsidiary Ledgers and record additional entries as required:			
- Detailed Fixed Assets			
- Deferred Rent			
- Prepaid K12 13710			
- Other Receivables 13540			
- Prepaid Expenses 13720			
- Accrued Expenses 21100			
- 19500 – Deposits			
- 20000 AP			
- 11000 Due To/From K12			
After all accounts reconciled and entries made for month, run P&L by fund and record JEs to record monthly Spend by fund to Deferred Revenue (each fund has separate account) and Revenue for each Fund			
Prepare Restricted Fund Tracking schedule			
Run P&L and prepare budget format and Monthly Reporting Package and Supplementary Package			
Send Reporting Pack out			
Journal into Oracle			
File Pack approval email			

Appendix D:

Overview of Monthly Financial Reporting Pack

User: Presented by Shared Services to CEO and CFO

Monthly Financial Pack

- What is included:
 1. Actuals in Budget Format
 2. Transaction Detail by Account

3. Journal Entry Posting
4. Balance Sheet
5. Bank Statement and Bank Reconciliation
6. Others types of Reports:
 - Restricted Fund Spend
 - Unpaid Bills and Recommended

Appendix E Vendor Set-up Form



New Supplier Form

Mandatory Fields are Highlighted in Green

Requestor	
Date	
Phone	
Email	

Supplier Information	
Supplier Name	
Alias	
Phone #	
Fax #	
Email Address	
Contact Name	
Contact Phone	

Contact Fax	
Contact Email	
URL (include http://)	
Multiple Sites (if yes, fill out separate form for each site)	
Operating Unit for this Site	
Inventory Supplier	

Address for Orders/Correspondence	
Address Name	
Addressee	
Address	
City	
State	
ZIP	
Country (if not US)	
Address Purpose	

Remittance Address (if different)	
Address Name	
Addressee	
Address	
City	
State	
ZIP	
Country (if not US)	

Invoice Information	
Currency (if not USD)	
Terms (if other than net 30)	
Terms Basis (if other than invoice receipt)	

Tax Information (W-9 Must be attached)	
W-9 Must Accompany this Form	Link to W-9 Form
Tax Country (if not US)	

Taxpayer ID #	
1099 Supplier	
If 1099 Supplier, Indicate Type	<input type="text" value="If Other, Enter Type:"/>
Tax Exempt	

Special Instructions

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Maine Learning Innovations

Minutes for the Initial Meeting of the Board of Directors held May 2, 2012

Pursuant to notice duly received by all Directors, the initial meeting of the Board of Directors of Maine Learning Innovations was called to order at 5:00 PM by President Amy Carlisle in Conference Room E at the Headquarters of the Maine Turnpike Authority, 2360 Congress Street, Portland, ME. Attending in person were directors Amy Carlisle, Ed LeBlanc and Peter Mills. Attending by phone were directors Jen LeBlanc, Tim Walton, Jim Ciavacci and Kristen LaRiviere. Director Alan Casavant was absent but waived notice of the meeting. Also attending in person was corporate counsel David Slatery from Brann & Isaacson.

Pursuant to 13-B MRSa §705, the Directors present unanimously adopted the following resolutions:

RESOLVED: To ratify, confirm and approve the action of the Incorporator in adopting, and to adopt the code of Bylaws annexed to and incorporated in the preceding document entitled Minutes of the Meeting of the Incorporator except that Article XIII, Section 1 of the Bylaws, will read as follows:

"Section 1. **Fiscal Year.** The fiscal year of the Corporation will begin on the first day of July and end on the 30th day of June every year, except that the first fiscal year will begin on the date of incorporation."

RESOLVED: That the following Officers are duly elected and shall serve until successors shall be duly elected and shall qualify:

President: Amy Carlisle
Treasurer: Ed LeBlanc
Secretary: Peter Mills
Clerk: Attorney Peter Lowe
Assistant Clerk: Attorney David Slatery

RESOLVED: That the Corporation does hereby elect, pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code of 1986, to be treated as a corporation with "exempt status" and not to be subject to the taxes imposed by the Code.

RESOLVED: That the Registered Agent, Peter Lowe, or his law firm, Brann & Isaacson, execute and file or cause to be executed and filed with the Internal Revenue Service all forms or other documents necessary or desirable to obtain a taxpayer identification number and to be recognized as a tax exempt 501(c)(3) Corporation and to take, or cause to be taken, all other actions necessary or desirable to obtain such recognition.

RESOLVED: That the Corporation adopt the attached form of Conflict of Interest Policy, the purpose of which is to protect the interest of the Corporation when it is contemplating entering into a transaction or arrangements that might benefit the private interest of an Officer or Director of the Corporation or might result in a possible excess benefit transaction.

RESOLVED: That the Corporation adopt the attached form of Racial Non-Discrimination Policy, the purpose of which is to affirm the Corporation's policy of non-discrimination and adopt a formal written policy as required for organizations operating schools seeking tax exempt status under Section 501(c)(3) of the Code.

RESOLVED: That the fiscal year of the Corporation shall be the year ending June 30th.

Amy Carlisle raised for discussion the Corporation's need to retain a contractor to provide services to the Maine Virtual Academy. Among those providers up for consideration are K12, Florida Virtual and Learning Connections. K12 is the only firm to offer a financial guarantee during the crucial start up phase. Learning Connections was just bought by Pearson and they contract out much of their curriculum. Florida Virtual serves many students on a part time basis. K12 hires many of its teachers in the state where students reside. Kristen said she is convinced that K12 offers a quality program that advances kids. Ed LeBlanc agreed and noted that his grandson is doing very well under it. There is constant quizzing and feedback both on and off line, frequent assessments and on line discussion with immediate remediation. Kids are surrounded by check points.

Upon motion by Tim Walton seconded by Jim Ciavacci, it was unanimously

RESOLVED: To select K12 Virtual Schools L.L.C. as the Corporation's educational service provider, subject to negotiation of a contract for later approval by the Board.

Directors Tim Walton and Jen LeBlanc had to drop out of our meeting. We brought in Kimberly Quinn-Hutchinson from K12 and K12's attorney William Ferdinand to attend the rest of the meeting.

Amy Carlisle reviewed the upcoming schedule:

On May 29, the Commission meets from 10 AM to 12 noon to decide which applicants may proceed to the next stage. On June 5, the Commission will hold a public hearing on applications from Good Will and Cornville.

On June 7, there will be hearings and interviews on two applications, ours and the one presented by Baxter Academy (a STEM high school). The order is not yet decided. One of us will be at 9 AM for a hearing and 10 AM for the interview and the other will be at 1 PM for the hearing and 2 PM for the interview.

On June 11 at 9 AM, the Commission will vote whether to approve the various applications. If approved that leaves us 22 days to execute the charter contract because we must do it 60 days before school opens on September 3, the first Monday in September.

May 8 is a question and answer session before the Charter Commission. Board members have a number of suggestions for questions or comments to address to the Commission.

1. We would like a copy of the score sheets.
2. Will there be different contract terms for different schools?
3. Why are we being pressed to apply for 501(c)(3) status so soon?
4. We need clarification of the letter of intent.
5. The Commission wants to bring in an expert on charter schools and virtual education. We should suggest that they consult with INACOL, the International Association for K-12 Online Learning.
6. Will we have to contribute 3% of our budget to support the Commission?
7. Will the Commission communicate with anyone other than the applicant about a pending application?

President Carlisle asked the Directors to forward to her any other suggested questions for the Commission.

We should also identify and forward to her what we think will be the most challenging questions we will encounter during the Commission interview. K12choice.com is a site with good information on K12's response to recent publicity in the NY Times.

President Carlisle said it would be good for Directors to attend the Q&A session on May 8 and we really need as many as possible to attend the hearing on June 7.

The Board asked Kim Quinn-Hutchinson to provide examples of K12 contracts in other states.

Upon motion duly seconded it was voted to adjourn.

Respectfully submitted,

Peter Mills, Secretary

